

Assessment Schedule – 2018

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
<p><i>(a) Possible evidence showing understanding of how Ingrid and Vega became so engaged with hobby-horsing.</i></p>	<ul style="list-style-type: none"> • Found out about it on the internet / online. • Very popular in Sweden. • Lots of girls do it already. • It's all over social media. • There are videos / documentary. • You can train in your garden. • It's a true sport, because it's very physical. 	<ul style="list-style-type: none"> • Popular for at least two years in Sweden. • Videos offering advice for improvement online (<i>not Ingrid and Vega</i>). • Training (<i>not trainer</i>) offered at their horse club, since then they have loved hobby-horsing. • The activity is still possible / accessible even if you don't have your own horse. • Have to make use of your imagination / imagine your horse is a real horse. • Story of three adolescents who do the sport at a high level. 	<ul style="list-style-type: none"> • Probably inspired by the documentary 'Hobby Horse Revolution', explaining the importance of hobby horsing in north European countries – <i>possible in (b)</i>. • People had heard so much about it in the last few months. • Way for the girls to do more of what they like.
<p><i>(b) Possible evidence showing understanding of whether the sport could become popular in New Zealand.</i></p>	<p><i>Any relevant reasons such as:</i></p> <p>Yes</p> <ul style="list-style-type: none"> • Not many people have their own horses, like in the girls in Sweden. • People have gardens / land in New Zealand. <p>No</p> <ul style="list-style-type: none"> • Want to ride real horses in New Zealand. • Not all people have big enough gardens to do this in. 	<p><i>Must have reference to New Zealand situation for Merit.</i></p> <p>Yes</p> <ul style="list-style-type: none"> • We are quite physically active in New Zealand. • This could encourage others to become more physically active. <p>No</p> <ul style="list-style-type: none"> • Don't want to have to imagine riding a horse. • Childish / more of a game for children. 	<p><i>Must have reference to New Zealand culture for Excellence.</i></p> <p>Yes</p> <ul style="list-style-type: none"> • Saw / influenced by social media / strong online community. • Very popular overseas / want to keep up with trends in Europe. • Might have seen the documentary <p>No</p> <ul style="list-style-type: none"> • Might be shameful to be seen doing such a childish sport. • Might not have seen the documentary.

<p><i>(c) Possible evidence showing understanding of the comments by readers of the article.</i></p>	<p>Positive</p> <ul style="list-style-type: none"> • Great idea. • Good to do with friends. • Good if you have a big garden. <p>Negative</p> <ul style="list-style-type: none"> • Some people find it strange / bizarre. • Get teased / mocked. • Game for children. • Better to have a real horse. 	<p>Positive</p> <ul style="list-style-type: none"> • Would love to do it with friends. • Good activity if you don't have money or space for a horse. <p>Negative</p> <ul style="list-style-type: none"> • Would be afraid of being treated badly by others. • Could be considered strange in France (and probably New Zealand). 	<p><i>Making generalisations / conclusions beyond straight translation.</i></p> <ul style="list-style-type: none"> • Mixed feelings – some are self-conscious, insecure; others suggest to ignore negative comments and to enjoy yourselves. • Some people can't believe that it exists, and that others could even be interested in these kinds of activities. • Inclusive if your friends are also interested, but quite exclusive if you don't have any friends involved, as you could get teased.
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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.

<p><i>(b) Possible evidence showing understanding of Florent's reasons for having a dog.</i></p>	<ul style="list-style-type: none"> • A dog is a helpful security system. • You can boost your love life. • Keeps you warm in winter / when it's cold. • Reduces stress and anxiety. 	<ul style="list-style-type: none"> • Cheap way of keeping the property safe. The dog has a natural alarm (bark) that sets off when someone tries to force their way in. • You can use your dog as a heat source during the long cold winter nights. • It improves your mood, helps increase the production of "happy hormones" / serotonin. • You may meet another dog-lover, attached to their own dog. A study shows that when walking your dog, you have a 20% chance of getting a date. 	<p><i>All ideas are clearly linked to improved quality of life overall. Key points are used to argue both the physical and mental benefits of having a dog.</i></p> <p><i>Making generalisations with examples from the text, e.g:</i></p> <ul style="list-style-type: none"> • Improving human relationships. • Aspects of security. • Companionship. • Happiness. • Physical and mental well-being. <p><i>Key points are used to argue both the physical and mental benefits of having a dog.</i></p>
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of what is required to become a successful YouTuber.</p>	<ul style="list-style-type: none"> • A lot of time. • Be able to write the script, produce, film, edit (<i>any two or three</i>). • Be creative. • It is stressful. 	<ul style="list-style-type: none"> • A lot of time and work for only a few minutes of videos. • Have technical know-how – write script, produce, film and edit (<i>any three or four</i>). • Be creative – very competitive / lots of competition, with a range of YouTubers out there; have to do new things all the time. • So many people create their own account to make a living, thanks to their videos and branding / sponsoring or advertising. • Be able to handle the stress. 	<p><i>Making generalisations with examples from the text.</i></p> <ul style="list-style-type: none"> • Being good under pressure / patient. • Well organised / good time management. • Hard-working / time consuming. • Resistant / resilient – being misunderstood because it's so new / people don't think it's a real job. • Persistent / determined – feels like the dream job, but young people don't know what it truly entails. • To stand out / be different / creative – hard to make a living out of it, but Tim hopes it will become his full-time job.
<p>(b) Possible evidence showing understanding of reasons to follow either YouTuber.</p>			
<p>Cyprien</p>	<ul style="list-style-type: none"> • Lots of humour. • Interested in video games. • Has own clothing line. • Wrote a comic book. • Lots of followers. 	<p><i>Personal responses e.g. I like / I find it interesting, plus details from the text.</i></p> <p><i>May compare both YouTubers.</i></p> <ul style="list-style-type: none"> • Talks about a variety of subjects, such as generation gap and advertising. • Similar sense of humour, videos that mock society. • Shows passion / wants to make longer videos. 	<p><i>Making generalisations about YouTubers with details from the text.</i></p> <p><i>Must mention/compare both YouTubers.</i></p> <ul style="list-style-type: none"> • Informative about games that have just came out. • Works collaboratively with other YouTubers, so you can discover new ones thanks to his channel. • Impressed by his talent – not only with You tube videos but also clothing line / entrepreneurial / ambitious / dynamic.

<p><i>Natoo</i></p>	<ul style="list-style-type: none"> • The only girl in top 10. • Used to work as a police officer. • Talks about life as a young adult. • Sometimes includes her boyfriend and dogs in her videos. • Published a book. • Travelling. • Own jewellery brand. 	<ul style="list-style-type: none"> • Talks about growing up, becoming independent, accepting your body. • Just published a book that mocks beauty rules in women’s fashion magazines. • Share her travels all over the world with her followers (including in New Zealand). 	<ul style="list-style-type: none"> • She’s quirky (from police officer to YouTube sensation). • She’s “beyond the norm”, subversive / anti-establishment / feminist viewpoints. • Relatable / inspirational.
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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 13	14 – 18	19 – 24