

Assessment Schedule – 2018

French: Demonstrate understanding of a variety of extended spoken French texts (91543)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves making meaning of the information and varied perspectives in the texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information and varied perspectives 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 information and varied perspectives 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 and varied perspectives from the spoken texts and communicating them unambiguously.</p> <p>Information 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 and varied perspectives, 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 and varied perspectives from the spoken texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information and varied perspectives 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 the details about the French Legion of Honour Award.</i>	<ul style="list-style-type: none"> • It is the highest decoration awarded by France. • 100 000 people have received this honour. • In New Zealand the Ambassador gives the award. 	<ul style="list-style-type: none"> • These days as many women as men are nominated for the Legion of Honour. • The recipients of the award are known as “legionnaires” / “legionaries”. 	<ul style="list-style-type: none"> • It is awarded to people who have done something outstanding, e.g. in literature.
<i>(b) Possible evidence showing understanding of the three categories of recipients.</i>	<ul style="list-style-type: none"> • People who have worked in education, business, or the arts. • They must have worked for the community. • Teachers, policemen, singers. • Diplomats. • Those who have won a gold medal at the Olympics. • Third category may include prime ministers, ambassadors, businessmen, artists. 	<ul style="list-style-type: none"> • Recipients must have (at least) 20 years public service. • (Or) they must have had an outstanding career. • (Teachers), researchers, business leaders ... • Those who have represented France in sport, government or diplomacy. • Former ministers. • Foreigners who have served France. • This group may include heads of state. 	<p>First Category:</p> <ul style="list-style-type: none"> • Those who have given exceptional service to country or community. • They may or may not be well known. <p>Second Category:</p> <ul style="list-style-type: none"> • Those who are (almost) guaranteed the Legion of Honour. <p>Third Category:</p> <ul style="list-style-type: none"> • Foreigners who have a special connection with France.
<i>(c) Possible evidence showing understanding of why the French government honoured Witi Ihimaera.</i>	<ul style="list-style-type: none"> • He is a pioneer of Māori Literature. • He was the first Māori author to be published. • His novel <i>Whalerider</i> was a famous film in France in 2003. 	<ul style="list-style-type: none"> • He was the first Māori author to be translated into French. • One of his best-known works, <i>Whalerider</i>, became a film. • The film had its European premiere in France in 2003. 	<ul style="list-style-type: none"> • He deserves this honour because, like other famous New Zealanders who have been honoured, he has made an important contribution to New Zealand culture. One of the best-known authors in New Zealand literature, he is a pioneer of the renaissance of Māori culture in New Zealand and France.

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></p> <p><i>(i) how and why he went ahead with the jump</i></p> <p><i>(ii) what the consequences were.</i></p>	<ul style="list-style-type: none"> • He prepared for the jump with his team. • He jumped at first light. • He hasn't ever jumped from the Eiffel Tower again. • But he has returned to France. 	<ul style="list-style-type: none"> • He and his team watched the site carefully for several weeks before the jump. • The night before they managed to hide in the Eiffel Tower without anyone knowing. • He got arrested (obviously) by the police. • He had to promise to return to New Zealand, and never do it again. 	<ul style="list-style-type: none"> • He went ahead with the jump because the Eiffel Tower is one of the most famous places in the world, so he knew that jumping from there would publicise bungy jumping to the world (and make people want to try it). • The immediate consequence was that he was arrested by the police, but there were no long-term consequences because he has returned to France and set up a bungy jumping business there.
<p><i>(b) Possible evidence showing understanding of the reasons why you can tell Hackett is passionate about bungy jumping.</i></p>	<ul style="list-style-type: none"> • Hackett could make a living from bungy jumping. • Everyone should try it at least once. • He always wants to go further <i>OR</i> create new projects <i>OR</i> push the limits. 	<ul style="list-style-type: none"> • Bungy jumping makes you happy that you have tried something extreme. • He wants everyone to try it at least once, no matter where they live. • It is an experience accessible to all. • He always wants to go further <i>AND</i> create new projects <i>AND</i> push the limits. 	<ul style="list-style-type: none"> • It makes you feel 100% alive, by taking you out of your comfort zone, because you push yourself to the limit. • It gives an amazing feeling, like dancing in space with a magnificent woman (<i>see Section A</i>). • It can become a passion and also a profession.

<p><i>(c) Possible evidence showing understanding of why Hackett chose to create a bungy-jumping business in France. Answer justified with evidence from the text.</i></p>	<ul style="list-style-type: none"> • He is married to a Frenchwoman. • He loves France. • The Souleuvre Viaduct is a great place for bungy jumping. • He has created activities for everyone. • He has more plans for this site. 	<ul style="list-style-type: none"> • He is married to a Frenchwoman, so he has learnt to love France as a country. • The Souleuvre Viaduct is a perfect example of a site for bungy jumping (and other extreme activities). • It is only three hours from Paris. 	<ul style="list-style-type: none"> • Two main reasons: <ul style="list-style-type: none"> - He has married a Frenchwoman, and because of this he has come to love France. - France offers really good sites for setting up bungy jumping, where you can create something extraordinary – some sites are close to Paris, so easy to access. The Souleuvre Viaduct is a perfect example, even though it is difficult to make the jump site a reality, but he enjoys this challenge.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of:</i></p> <p><i>(i) significance of key dates in the early life of Simone Veil.</i></p> <p><i>(ii) the two concerns in the early part of her career, and why she focused on these.</i></p>	<ul style="list-style-type: none"> • 1927 she was born into a Jewish family. • She grew up in Nice. • 1943 – aged 16. • After the war she got married. • She had three sons / boys. • How to be a mother to her boys. • Conditions for criminals in prisons. 	<ul style="list-style-type: none"> • 1943 with her whole family she was sent to the concentration camp at Auschwitz. • Both her parents and her brother died there. • After WWII she started studying politics and law at university. • Eight years later she had finished her studies. • She began her career as a lawyer. • How to be a gentle, but effective, mother to her sons. • How to improve conditions for the criminals in France’s dreadful prisons. 	<ul style="list-style-type: none"> • She focused on these because: <ul style="list-style-type: none"> - She wanted her children to have a loving family life, because her own parents had died during the war. - Her experience as a prisoner in Auschwitz convinced her that everyone deserved to be treated with dignity, so she was concerned about the dreadful conditions in prisons, and wanted to improve life for criminals in prison.
<p><i>(b) Possible evidence showing understanding of the two key achievements for which Simone Veil is admired.</i></p>	<ul style="list-style-type: none"> • (From 1974–79) she was the Minister of Health. • She put an end to discrimination. • She worked to build a new Europe. 	<ul style="list-style-type: none"> • During her time as Minister of Health, she fought for women’s rights. • In 1979 she was elected the first president of the European Union. • She worked to bring France and Germany closer together. • Her success is shown in the close relationship Germany and France have today. 	<ul style="list-style-type: none"> • Firstly, she is admired for being an effective Minister of Health. As a feminist and working mother ... <i>(see Achievement and Merit evidence.)</i> • She was elected the first president of the European Union because she had a reputation for defending just causes. In this role, she, as a former concentration camp victim, knew how important it was to ...
<p><i>(c) Possible evidence showing understanding of the main points of the three speakers about Simone Veil’s life, and the common theme which emerges.</i></p>			

<i>Macron</i>	<ul style="list-style-type: none"> • France is more just and tolerant, thanks to her efforts. 	<ul style="list-style-type: none"> • Her life was exemplary / an example to all. • Thanks to her efforts, France has become more just <i>AND</i> more tolerant <i>AND</i> more understanding (<i>all three</i>). 	
<i>Young woman</i>	<ul style="list-style-type: none"> • Simone Veil represents the best of France. • Many women admire her for what she has done for women. 	<ul style="list-style-type: none"> • She was there at the time of the greatest advances for women. 	
<i>Jean d'Ormesson</i>	<ul style="list-style-type: none"> • She cared about / fought for the dignity of ordinary people. 	<ul style="list-style-type: none"> • She took account of Europe's (tragic) past, while doing her best to ensure that history did not repeat itself. 	
<i>Common theme</i>		<ul style="list-style-type: none"> • She worked hard to improve life for ordinary people. 	<ul style="list-style-type: none"> • The common theme is that Simone Veil's life was an inspiration to all, and that she succeeded in what she set out to do. Her experiences in a concentration camp marked her for life and motivated her to ensure that life improved for ordinary people. This was reflected in her work to improve conditions for prisoners, her fight for women's rights, and her efforts to promote close relationships among European countries, particularly between France and Germany.

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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 13	14 – 18	19 – 24