

## Assessment Schedule – 2019

### 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
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information, ideas, and/or opinions in the texts.</p> <p>Responses as a whole show an <b>understanding of the general meaning (gist)</b> of the texts.</p>	<p><i>Demonstrating <b>clear understanding</b></i> involves selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a <b>clear understanding of the content</b> of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating <b>thorough understanding</b></i> involves expanding on relevant information, ideas, and/or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a <b>comprehensive understanding of the content and underlying meaning</b> of the texts, including nuance and meanings not obviously stated in the texts.</p>

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows <b>very little understanding</b> and does not communicate the general meaning of the text.	Shows <b>little understanding</b> and does not communicate the general meaning of the text.	Demonstrates <b>some understanding</b> and <b>communicates some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and <b>communicates the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and <b>communicates some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and <b>communicates most of the implied meanings</b> by providing supporting detail from the text to <b>fully justify</b> conclusions.

**N0** = No response; no relevant evidence.

#### Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) (i) Possible evidence showing understanding of when the group will visit Wellington.</i>	<ul style="list-style-type: none"> <li>• In February / summer.</li> </ul>		<ul style="list-style-type: none"> <li>• In a few weeks.</li> </ul>
<i>(a) (ii) Possible evidence showing understanding of the comparisons between Paris and Wellington made by the teacher.</i>	<ul style="list-style-type: none"> <li>• Both cities are different.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellington and Paris are both capital cities.</li> <li>• Wellington is not as big as Paris.</li> <li>• It is easy to visit places in Wellington.</li> <li>• Both have hills.</li> <li>• Great view over the city.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellington is not as big as Paris, so it is easy to visit places.</li> </ul>
<i>(b) (i) and (ii) Possible evidence showing understanding of what the teacher thinks the students will enjoy and how he plans to prepare them.</i>	<ul style="list-style-type: none"> <li>• The cafes.</li> <li>• Drinks and ice creams.</li> <li>• The shopping / gifts / souvenirs.</li> </ul>	<ul style="list-style-type: none"> <li>• The cafes, which are great, because they serve delicious food and the people working there are nice.</li> <li>• He will teach them some English phrases to use in cafes (and shops).</li> <li>• Interesting shops where they can buy gifts and souvenirs.</li> </ul>	<ul style="list-style-type: none"> <li>• Because so few people in New Zealand speak French, he feels they need to learn how to order drinks, ice creams, and other things in English.</li> </ul>
<i>(c) Possible evidence showing what advice the teacher gives his students.</i>	<ul style="list-style-type: none"> <li>• Don't spend all their money at once.</li> <li>• It will be summer / hot, so students will need water / sunglasses.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't spend all their money (on souvenirs and gifts) in the first week.</li> <li>• Save some money for things they might want later.</li> <li>• They will need comfortable shoes for walking around the streets.</li> <li>• It's often hot in February, so the students will need (bottles of) water and sunglasses.</li> </ul>	<ul style="list-style-type: none"> <li>• Even though they will want to / can buy souvenirs and gifts from the shops, they should not spend too much / all their money in the first week, in case they see other things they want to buy later.</li> <li>• They should pack comfortable shoes, as they will be doing lots of walking around the streets (of Wellington each day).</li> <li>• He suggests a bag will be useful / practical, as they need to carry bottles of water and sunglasses.</li> </ul>

<b>Question TWO</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<i>(a) Possible evidence showing understanding of what made Chloé's visit enjoyable.</i>	<ul style="list-style-type: none"> <li>• House near the beach.</li> <li>• Good weather in February.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons finish at 3.00 p.m. in New Zealand.</li> <li>• They could go swimming in the sea / at the beach because it was hot.</li> </ul>	<ul style="list-style-type: none"> <li>• She enjoyed this because classes finish much earlier than in France.</li> <li>• They could go swimming in the sea in the afternoon because the weather in February was very good (and they were free then).</li> </ul>
<i>(b) Possible evidence showing understanding of Luc's experience.</i>	<ul style="list-style-type: none"> <li>• He is sporty and loves rugby.</li> <li>• He played touch.</li> <li>• He loves the All Blacks.</li> </ul>	<ul style="list-style-type: none"> <li>• He is sporty and loves rugby, but because it was summer, there were no rugby games.</li> <li>• He played touch with his billet and his friends every Wednesday.</li> <li>• He hopes to see the All Blacks play in France (one day).</li> </ul>	<ul style="list-style-type: none"> <li>• Because it was summer when he was in New Zealand, there were no rugby games. This was probably disappointing for him, as he loves playing rugby.</li> <li>• Since he could not see the All Blacks play in New Zealand, he hopes he might see them play in France one day.</li> </ul>
<i>(c) Possible evidence showing understanding of how Sophie reassures the students.</i>	<ul style="list-style-type: none"> <li>• She was happy to stay with her host family.</li> </ul>	<ul style="list-style-type: none"> <li>• She was happy to stay with her host family in Wellington because they were so kind.</li> <li>• She was (super) happy to spend three weeks with them.</li> </ul>	<ul style="list-style-type: none"> <li>• Sophie recognises that students might be afraid, as going to another country and staying with a family there is scary.</li> <li>• Even though she (always) misses her family when she goes away from home, she was happy to stay with her host family in Wellington because they were so kind.</li> </ul>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of Luc's enjoyment of the school day in New Zealand.</i>	<ul style="list-style-type: none"> <li>• Subjects are interesting.</li> <li>• Can do activities after school.</li> <li>• Playing football at lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>• They / Luc / his billet / his exchange partner don't / doesn't have much homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Since his billet never had a lot of homework, they were able to do other things after school.</li> <li>• Because his billet doesn't have as many tests as he does in France, school was more relaxed / less stressful in New Zealand.</li> </ul>
<i>(b) Possible evidence showing understanding of his overall opinion of school in New Zealand.</i>	<ul style="list-style-type: none"> <li>• Positive experience.</li> <li>• He played football.</li> <li>• There is a shop where you can buy drinks and food.</li> <li>• He hated the uniform.</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly positive with some negative points.</li> <li>• He could play football with his friends.</li> <li>• He made his own lunch.</li> <li>• He doesn't like the canteen in France, so this is better.</li> <li>• He ate his lunch under a tree before playing football.</li> <li>• He didn't like the uniform, because it was awful.</li> <li>• It was odd to be in a boys' school.</li> <li>• He said he would return to New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>• He enjoyed eating lunch outside under a tree before playing football (which he liked more than eating inside as he did in the French canteen).</li> <li>• Even though there were things he did not like about the school in New Zealand, he agrees with Léa that it was interesting, and he wants to go back to spend a year there, so he must have enjoyed it overall.</li> </ul>

**Cut Scores**

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24