

Assessment Schedule – 2019

French: Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters (91121)

Assessment Criteria

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

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify 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) Possible evidence showing understanding of the advantages and disadvantages of the school uniform worn in the past in French schools.</i>	<ul style="list-style-type: none"> • Girls wore skirts. • Boys and girls had to wear something called a blouse. 	<ul style="list-style-type: none"> • Girls had to wear skirts, even in winter. • They were not allowed to wear trousers. • Both boys and girls had to wear something to keep their clothing clean; it was called a blouse. 	<ul style="list-style-type: none"> • There was gender discrimination, as girls were not allowed to wear trousers, even when it was very cold. • The use of the blouse was practical, as it allowed children to keep their clothes clean. • The blouse also covered up the differences between rich and poor children, so allowed for more social equality and reduced bullying,
<i>(b) Possible evidence showing understanding of the challenges faced by rural children attending school in France early in the 20th century.</i>	<ul style="list-style-type: none"> • There were no school buses. Rural children had to walk to school. • Classes were small. 	<ul style="list-style-type: none"> • There were no school buses. Rural children had to walk sometimes several kilometres in order to get to school. • Classes in the countryside were quite small, with fewer than 20 students. • In the summer, it was necessary for pupils to help their parents. 	<ul style="list-style-type: none"> • There were no school buses, so rural children sometimes had to walk several kilometres. Consequently, they were probably not in the best condition to start their day, being tired from their long walk. • The classes were usually not very big, with fewer than 20 students. In summer, there was about half this number as it was necessary for the rest to help their parents in the fields. This would have meant many rural children got less teaching time than their city counterparts/missed out on their education.

<p><i>(c) Possible evidence showing understanding of whether going to school in France early in the 20th century would have been enjoyable or not.</i></p>	<p>A few general ideas:</p> <ul style="list-style-type: none"> • Students had a moral lesson. • In the past, boys and girls didn't study together. • Not much sport was taught. French, maths, history, and geography were the main subjects. • For bad behaviour, the teacher gave punishment. • The teacher checked if the students' hands and ears were clean. • Students didn't have class on Thursdays and Sundays. 	<p>More ideas with detail:</p> <ul style="list-style-type: none"> • An example of leaning morality was, "In order to work better, our class will be clean and tidy." • Part of the building was for girls and the other part for boys. • Most of the teachers were not competent to take sports. They mostly taught French, maths, history, and geography. • Examples of punishment could be: <ul style="list-style-type: none"> - running around the courtyard - having your hands struck by a ruler - having your ears pulled by the teacher. • The teacher checked if the students' hands and ears were clean. It was a way to prevent diseases / illnesses. 	<p>More ideas clearly linked to the question of enjoyment and justified in detail:</p> <ul style="list-style-type: none"> • There were strong routines, as they had to copy in their book their moral lesson every morning. "In order to work better, our class will be clean and tidy." • Boys and girls may have studied different things that were thought to relate only to them. • Sport was not a priority in the curriculum at the time. The number of subjects was very limited. Schools mostly taught French, maths, history, and geography. • Discipline at the time often involved brutal treatment and humiliation, such as having to run around the courtyard, having your hands struck with a ruler, or having your ears pulled by the teacher. • There was a real health concern at the time, as the teacher would check every day before school started and students who did not maintain their hygiene were punished.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why Laura might be a good fit for the position with the Martin family.</i></p>	<ul style="list-style-type: none"> • Because the Martin family is looking for someone from January to May and she is available. • Because they want an au pair who speaks English and Laura is from New Zealand. • Because she has experience with children. • Because she describes herself as patient and responsible. • Because she wants to share her language and culture. • Because she has learnt to speak French. 	<ul style="list-style-type: none"> • She is available for the first five months of the year, the exact time the Martin family want someone. • They are looking for someone who speaks English, which is great, as Laura is from New Zealand. • She is used to looking after her 12-year-old brother, Matt. • She also looks after her neighbours' children from time to time. • She says she has always had excellent relationships with children because she is creative and loves to joke. • Because she would love to share her language and culture with everyone in the family. • She learnt French at her high school for almost / about five years. • She sees working in France as an opportunity to grow and something that will be useful for her future. 	<ul style="list-style-type: none"> • She seems to be very polite, because she uses “vous” all the time. And she uses all the other conventions of a formal letter, such as “sincerely”. • One of the children in the Martin family is 10 years old, so that is close to the age of her brother, whom she is used to looking after. Therefore, she would know how to get along with him. • From what she says, we can guess she is passionate about sharing her language and culture. • She has just gained her Level 3 qualification, so she would have enough knowledge of the French language to communicate with the family and in her everyday life. • Although she says her French is far from perfect, she seems very positive that living in France will allow her to improve very quickly.

<p><i>(b) Possible evidence showing understanding of why Laura might not be the best candidate for the position with the Martin family.</i></p>	<ul style="list-style-type: none"> • Because Laura doesn't say she has a driving licence to drive the children. • The Martin family speak only French and Laura knows only high school French. • The Martins have four children. • Laura would like to travel through France, so she might not stay the entire time with the family. • The Martin family live in Marseille and she wants to visit Paris. 	<ul style="list-style-type: none"> • The Martins are looking for someone to drive their children to school and to their extracurricular activities, but Laura says she is trying to save money for her driver's licence. • Communication might be difficult at times, since Laura says her level of French is far from perfect, as she has learnt it for only about five years. • The Martins have a nine-month-old baby, two daughters (aged 2 and 4) and a 10-year-old boy. • In the advertisement, the family specifies they are looking for someone to work for them full-time, but Laura says that during her stay she would like to travel through France, so she might not want to stay with the family for the full five months. • Laura might find being so far away from New Zealand difficult, as she says she has never left her family before. 	<ul style="list-style-type: none"> • Laura says she is trying to save money for her driver's licence, so she may not be allowed to drive in France even if she has passed the driving test successfully before arriving in France. • She has Level 3 French and so may not be confident or fluent enough and this could lead to miscommunication or health and safety issues. • This is a very demanding job for someone who has experience only with her 12-year-old little brother and, from time to time, the neighbours' children and she may not be able to cope. • Laura is especially curious to discover Paris, as she is passionate about fashion and dreams of working as a designer. We can assume that maybe the children will not be her priority. • The two cities, Marseille and Paris, are very far from each other, so the logistics of taking a trip to the capital may interfere with her job as an au pair.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what kind of guides accompany tourists during this activity.</i></p>	<ul style="list-style-type: none"> • Funny, kind and patient. • Local / from New Zealand. 	<ul style="list-style-type: none"> • Funny – they really made the tourists laugh. • Kind and patient – they helped a tourist feel completely safe. • Guides who are locals and use Kiwi colloquialisms when they speak. 	<ul style="list-style-type: none"> • Kind and patient – for example, they helped a 65-year-old tourist who was outside his / her comfort zone and too scared of heights to feel completely safe. • Knowledgeable about ecology.
<p><i>(b) Possible evidence showing understanding of what makes this particular zipline experience unique or attractive to visitors.</i></p>	<ul style="list-style-type: none"> • Tourists can learn about the preservation of the forest ecosystem, as well as do ziplining. 	<ul style="list-style-type: none"> • This is a unique product because people learn about conservation efforts to protect the forest ecosystem while ziplining. • The price of the ziplining helps with this. • There is also the opportunity to feed a wild bird, as one past customer mentions this as something he / she will never forget. 	<ul style="list-style-type: none"> • It is a unique tourist product because, in addition to the ziplines, the company educates visitors about the forest ecosystem and efforts to trap animals that threaten New Zealand native birds, such as kiwi. • A part of the cost that tourists pay to do the ziplining is used to help with conservation of the forest ecosystem, which is out of the ordinary for a tourist operation.

<p><i>(c) Possible evidence showing understanding of ways in which the zipline company could improve the experience it offers its customers.</i></p>	<ul style="list-style-type: none"> • Have guides speak more slowly and use fewer local expressions. • Make the activity less expensive. • Have longer and faster ziplines. 	<ul style="list-style-type: none"> • They could ensure their guides speak slowly and clearly, using less local slang, as one customer said he/she could not understand them 100%. • They could provide written safety instructions in European languages. • They could lower the prices and have longer and faster ziplines, as another customer said he/she thought the activity was enjoyable but too expensive. 	<ul style="list-style-type: none"> • They could perhaps employ multilingual staff. One customer said she felt frightened at the beginning because she had not completely understood the instructions given by the guides. She said they spoke very fast and the combination of their accents and use of local expressions made them difficult to understand. • Train the guides to speak more clearly and avoid colloquialisms. Provide written safety information or put notices up or add comments on the tickets in a greater range of languages. A customer said the Chinese tourists in his/her group got written instructions in their own language, but he/she didn't. The customer (presumably a French speaker) wondered whether the company could do something similar for European languages. They might also provide better value for money by having longer or faster ziplines, reducing prices, or offering a variety of prices and activities to cater to different budgets, abilities and interests. One reviewer said he/she found the guides nice and the activity enjoyable, but felt the activity was too expensive and was looking for more adrenaline at a lower price. • The guides could emphasise the benefits of some of the cost of this adventure going towards the conservation effort.
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Cut Scores

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