

Assessment Schedule – 2020

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
<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.

Cut Scores

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

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
<p><i>(a) Possible evidence showing understanding of how Ben feels about living in Saint-Pierre.</i></p>	<ul style="list-style-type: none"> • Ben was not happy when he first saw Saint-Pierre. • His family comes from Auckland, a big city in New Zealand. • Saint-Pierre is small. • It is quiet. • There is nothing to see / do. 	<ul style="list-style-type: none"> • His family comes from the biggest city in New Zealand, so he is used to having lots to do for fun. • He misses his friends a lot, but can contact them online. • Not too much traffic. • There is a rugby team. • Girls like his accent. 	<ul style="list-style-type: none"> • Ben was not at all happy when he first arrived because, having come from New Zealand's biggest city, Auckland, he was used to having lots to do for fun in the weekend, unlike in Saint-Pierre, where it is peaceful but with nothing to see. The French village might have seemed boring to start with. • At least the lack of traffic in Saint-Pierre is a bonus. • Luckily, there is a rugby team and everyone in Saint-Pierre loves it. • Girls love Ben's accent when he speaks either French or English, so he's quite happy and has learnt to adapt well. His New Zealand friends think he is lucky because he is popular with the French girls. • Overall, he is feeling more positive about Saint-Pierre than when he first arrived.

<p><i>(b) Possible evidence showing understanding of what Tui likes about her school in France.</i></p>	<ul style="list-style-type: none"> • There is no school uniform, which Tui prefers. • The canteen food is delicious. • The teachers are patient (with her). 	<ul style="list-style-type: none"> • The meals at the canteen are delicious, and better than the simple sandwiches that young people in New Zealand eat. • In the south-west, people speak with a strong accent. • At first, she didn't understand anything and never talked. 	<ul style="list-style-type: none"> • The teachers were really patient with Tui, because when she first arrived, she found the strong south-west accent very difficult. She didn't understand anything and never talked, but the teachers must have made her feel comfortable, because now she feels like she has forgotten how to speak in English. • Now her New Zealand friends think it is she who has the accent, implying that her French is much improved. • She likes the food at school. The meals at the canteen are always better than the simple sandwiches that young people eat in New Zealand, and next year she will be able to leave school during the lunch break to go to cafes.
<p><i>(c) Possible evidence showing understanding of which of the three children has found the move to France the easiest.</i></p>	<ul style="list-style-type: none"> • Lily loves France. • She plays with a friend. 	<ul style="list-style-type: none"> • Lily loves France and not having school on Wednesday afternoons, when she gets to play in the sun. • Lily goes to the Saturday market with her Mum. She loves choosing the fruit and vegetables. 	<ul style="list-style-type: none"> • Lily seems very happy and loves France. She enjoys not having school on Wednesday afternoon, when she gets to play out in the sun with her best friend. She has obviously made a good friend in France. • She also loves the Saturday market; the stallholders are nice and she speaks to them in French, so she must have learnt French quickly and be comfortable using it with locals. She likes choosing the fruits and vegetables. • It is because Lily is younger than Ben and Tui that she had an easier time adjusting to living in a new country.

Note: The candidate may also make a case for Ben or Tui with appropriate justification and evidence from the text.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of whether Rachel had a good start to the week.</i></p>	<ul style="list-style-type: none"> • Rachel woke at 5.30 in the morning. • There was an accident. • She went to the butchery. 	<ul style="list-style-type: none"> • It was not good, because she had to get up early and drive the children to school. • There was an accident, so the children were late for school. • She went to the butchery, but didn't buy horse meat. 	<ul style="list-style-type: none"> • It wasn't a good start, because Rachel woke up too early at 5.30am, so she might have been tired. She had to drive Ben and Tui to high school, as it was raining, so they did not want to walk, as they normally would. A road accident meant they were late to school. These disruptions could have set her up for a bad day and she might have been rushing. • Rachel went to the butchery and, fortunately, didn't buy any horse meat, because she knows how to identify it now. It wasn't as bad a start to the week as the time she bought horse meat, which made Lily cry – she didn't stop crying for two days.
<p><i>(b) Possible evidence showing understanding of which day of the week was busiest for Rachel.</i></p>	<ul style="list-style-type: none"> • Saturday. • She went to hospital. • They waited three hours there. • She did the shopping at the market with Lily. • She went to the library. • She tidied the house. 	<ul style="list-style-type: none"> • Saturday; she did many things. • She had to go to hospital with Ben, who had hurt his arm at rugby. • She went to get groceries / shopping at the market with Lily in the morning, and went to the library and cleaned the house. • Her other daughter, Tui, was out all day shopping with her friends. She is still out; maybe the train is late. 	<ul style="list-style-type: none"> • Saturday; she had to go to hospital and wait there for three hours for Ben. He had hurt his arm at his rugby game in the morning but, fortunately, he did not break it. This unexpected visit to the hospital might have pushed back the rest of the plans for the day. • Her afternoon would have been busy, as she had to go shopping, go to the library, and clean the house. Afterwards, she had to pick up Lily from a friend's house, where she must have been playing. • Her other daughter, Tui, was out all day shopping with her friends. She is still out; maybe the train is late, adding to her Mum's worry.

<p><i>(c) Possible evidence showing understanding of which day Rachel enjoyed the most.</i></p>	<ul style="list-style-type: none"> • Wednesday. • She went to an excellent restaurant. • She ate fish. 	<ul style="list-style-type: none"> • Her best day was Wednesday, as she ate at an excellent restaurant on the corner of the square in the town with her family that night. • She ordered the fish and the children tried snails. • Ben ate eight snails. 	<ul style="list-style-type: none"> • She ordered fish of the day and the children wanted to try snails – which you don't often find on menus in New Zealand. She says they were much braver than her! Ben ate eight snails. • They had a lot of fun as a family, trying new French food. • Probably not Monday, because it was a stressful morning; not Thursday, because Rachel was sick in bed; and not Saturday because of the hospital visit.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how these players began playing football.</i>	<ul style="list-style-type: none"> • Amandine started playing at the age of five. • Wang started playing at school with her brother. • Marta started playing football with boys. 	<ul style="list-style-type: none"> • Amandine started playing in her garden when she was five. • Wang was the first girl to play at her primary school, but she only started because her brother used to play football too. • Marta started playing football in the streets close to her house with the local boys. 	
<i>(b) Possible evidence showing understanding of the opportunities they have been given to travel because of their sport.</i>	<ul style="list-style-type: none"> • Amandine went to the United States. • Wang went to France to play with Paris Saint-Germain. • Marta left for Europe to play in a Swedish club. 	<ul style="list-style-type: none"> • Amandine travelled to the US to play in the Portland Thorns team, who won the 2017 American championship. • Wang spent almost two years playing with Paris Saint-Germain in France. 	

<p>(c) Possible evidence showing understanding of who has been the most successful player.</p>	<ul style="list-style-type: none"> • Amandine became a professional footballer at 15. • Amandine earns 360,000 euros a year. • Wang is a millionaire. • Marta is a World Cup record holder. • Marta played professionally in Rio de Janeiro and for Brazil's national team. 	<ul style="list-style-type: none"> • Amandine was captain of her national side and she is the most highly paid French player. • Amandine has played in the French Championship 11 times and in 2016 was the second-best footballer in Europe. • Wang played for China in the Asian Championship and was named best player in the competition. • Wang was named Best Asian Player in 2018. • Wang helps develop female football in China. • Marta scored a record 17 goals in the World Cup and has been named the best player six times. • Marta likes representing women and showing them they can do anything. 	<p><u>Amandine:</u></p> <ul style="list-style-type: none"> • Became a professional footballer at 15; this is a very young age. • Became captain of the French national team in 2017; this would be the highest honour for a footballer. • This makes Amandine the most successful player, as she has had experience in her home country and the United States. She has won awards, captained her national team, and played in the most championships. She also earns lots of money. <p><u>Wang:</u></p> <ul style="list-style-type: none"> • Spent two years with Paris Saint-Germain; she must be highly regarded to play for such a famous team. • This makes Wang the most successful player, as she has had success in her home country and France. She is not only successful on the field but, thanks to her fame, also works to promote football to other girls/women. <p><u>Marta:</u></p> <ul style="list-style-type: none"> • Marta is the most successful player because she has played in her home country and in Sweden. Because she has been so successful in the World Cup, she will be known worldwide, not just in the places she has played. As she likes to represent women, she is a role model for other women/girls. <p><i>To achieve Excellence, a candidate should compare and contrast the achievements of all three players.</i></p>
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Note: The candidate may argue for any player with appropriate justification and evidence from the text.