

## Assessment Schedule – 2024

### French: Demonstrate understanding of a variety of spoken French texts on familiar matters (91118)

#### 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.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–6	7–13	14–19	20–24

## 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 on page 1.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what Léon gained from the trip.</i>	<ul style="list-style-type: none"> <li>• He loved the trip – it was a positive experience and he is grateful for it.</li> <li>• The relationship with his family is better now.</li> <li>• He gained a great adventure and a memory with his parents.</li> <li>• He is stronger and fitter.</li> <li>• His resilience has improved.</li> </ul>	<ul style="list-style-type: none"> <li>• He is proud of his family.</li> <li>• He has a better relationship with his family and they hardly argued.</li> <li>• His relationship with his family, his physical health, and his mental strength have improved.</li> <li>• They completed 800 km.</li> </ul>	<ul style="list-style-type: none"> <li>• He is proud of his family because they were not sporty before and they completed a big challenge.</li> <li>• It was a bonding moment for the whole family as they would have experienced a challenge, which brings people together.</li> <li>• He gained resilience and self-belief, coping with issues such as heat and thirst and having to bike over 800 km.</li> <li>• He gained flexibility – his parents told the boys about the trip only two months before, but they still managed it.</li> </ul>
<i>(b) Possible evidence showing understanding of the advice Léon gives to people who would like to do a similar trip, and what challenges from his own trip influence this.</i>	<ul style="list-style-type: none"> <li>• He was shocked about the trip.</li> <li>• The trip was hard, almost impossible.</li> <li>• His family wasn't sporty.</li> <li>• He had no friends on the trip</li> <li>• It was hot / summer.</li> <li>• There was no Wi-Fi.</li> <li>• He advises to prepare well – work on your endurance or mental health beforehand (as his family wasn't sporty),</li> <li>• download your music,</li> <li>• and learn languages.</li> </ul>	<ul style="list-style-type: none"> <li>• They suffered from the heat because it was summer.</li> <li>• There was no Wi-Fi and they had no friends with them, so the evenings were long.</li> <li>• The boys complained about missing their friends.</li> <li>• He advises to prepare yourself well before the trip.</li> <li>• You could take your favourite music to relax.</li> <li>• Learn languages online so you are able to translate.</li> </ul>	<ul style="list-style-type: none"> <li>• They suffered from the heat and the lack of water because they completed their trip in summer.</li> <li>• Be prepared with bottles of water, summer clothes and sunblock, or don't do a trip like this in summer, it's too hot.</li> <li>• They were scared of being bored. Evenings were often long – they couldn't do much during the evening without Wi-Fi.</li> <li>• Download your favourite music to help you relaxing during free time.</li> <li>• They were scared of having to put up with their parents for two months.</li> </ul>

			<ul style="list-style-type: none"><li>• His parents told the boys about the trip only two months before. Give yourself more time to prepare.</li><li>• None of them were sporty before. You need some physical training or preparation prior to the 800 km trip.</li><li>• Believe in yourself – the trip seemed hard, almost impossible, but they made it.</li><li>• He advises to prepare yourself better than they did before the trip, as they ran out of water.</li><li>• Enrol in an online course to learn languages, so you can translate while abroad.</li></ul>
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the changes Hugo made and why.</i></p>	<ul style="list-style-type: none"> <li>• Hugo used to eat meat.</li> <li>• Then he stopped eating it.</li> <li>• His girlfriend Sophie is vegan and didn't want him to eat meat.</li> <li>• Hugo loves Sophie.</li> <li>• Hugo likes animals.</li> <li>• Hugo tried tofu.</li> <li>• He didn't want to argue with Sophie.</li> </ul>	<ul style="list-style-type: none"> <li>• He used to eat meat growing up.</li> <li>• Sophie comes from a vegan family.</li> <li>• His girlfriend Sophie is vegan and he loves her.</li> <li>• He also likes animals – this helped his motivation.</li> <li>• Animals need to be protected.</li> <li>• He stopped buying meat at the supermarket.</li> <li>• They argued in restaurants.</li> <li>• Sophie explained her point of view: eating chicken or fish is like eating cats or dogs.</li> <li>• He didn't want Sophie to criticise him.</li> <li>• She would call him selfish.</li> <li>• He tried tofu and thought it was delicious.</li> <li>• The main reason is Sophie.</li> <li>• He thinks tofu is delicious.</li> <li>• He discovered that there are other ways to get protein in your diet.</li> <li>• The main reason is Sophie.</li> </ul>	<ul style="list-style-type: none"> <li>• Hugo grew up eating meat and, in fact, he can't remember any meals without meat.</li> <li>• The reason is his love for Sophie, who is a vegan and finds it unethical to eat meat – he doesn't want to hurt her.</li> <li>• He loves Sophie.</li> <li>• Sophie's upbringing in a vegan family influenced him.</li> <li>• They would sometimes argue about the menu and he didn't want to argue with her because he loves her.</li> <li>• He was embarrassed to dine out with Sophie because she criticised his choices.</li> <li>• Hugo stopped buying meat at the supermarket,</li> <li>• yet, last month, he ordered steak and chips at the restaurant.</li> <li>• He saw that Sophie was hurt and shocked that he was still eating meat.</li> <li>• She encouraged him to try tofu. Despite his hesitations, he found it delicious.</li> <li>• Sophie's point of view disturbed him and made him think.</li> </ul>

<p><i>(b) Possible evidence showing understanding of why Hugo is sharing his experience.</i></p>	<ul style="list-style-type: none"> <li>• He wants people to try tofu.</li> <li>• He wants people to try veganism.</li> <li>• Hugo thinks that veganism is good for people's health</li> <li>• and good for the planet.</li> <li>• He wants to show that change is possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Hugo thinks veganism is better for your health</li> <li>• and for the planet.</li> <li>• He wants to encourage his listeners to consider changing their habits – for example, try tofu.</li> <li>• He wants to raise awareness about the cruel death of innocent animals.</li> </ul>	<ul style="list-style-type: none"> <li>• He wants to encourage his listeners to consider changing their habits – for example, try tofu to discover a new way of getting protein in your diet.</li> <li>• He isn't trying to forbid or pressure others, but is encouraging them to consider the change.</li> <li>• People who are so used to eating meat might be surprised by this option if they give it a chance – there are other options available.</li> <li>• He wants to challenge his listeners.</li> <li>• He wants his audience to understand his choice and help protect animals.</li> </ul>
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how Lucie and Jack's points of view differ when talking about street names and signs.</i></p>	<p>Lucie and Jack disagree.</p> <p>Lucie</p> <ul style="list-style-type: none"> <li>likes old names</li> <li>dislikes the idea of naming streets after sports people</li> <li>explains that streets are often named after French artists.</li> </ul> <p>Jack</p> <ul style="list-style-type: none"> <li>is not impressed when he sees the street name</li> <li>doesn't think it is modern enough</li> <li>wants rugby players to have streets named after them</li> <li>suggests using two languages for street signs</li> <li>thinks it would be an advantage for tourists like him.</li> </ul>	<p>Lucie</p> <ul style="list-style-type: none"> <li>thinks Monet is a good name as he is a big French artist</li> <li>wants women and men to have streets named after them</li> <li>wants to show and protect French history and heritage</li> <li>doesn't agree with Jack about rugby players – rugby is not popular everywhere</li> <li>believes sports people shouldn't be chosen because not everyone likes sports.</li> </ul> <p>Jack</p> <ul style="list-style-type: none"> <li>likes the names of famous people, like rugby players from different countries</li> <li>thinks Paris should display street names in French and in English like in Canada</li> <li>thinks it would be easier for tourists like him and thinks it would add value to society.</li> </ul>	<p>Lucie</p> <ul style="list-style-type: none"> <li>thinks Monet is a good name as he is one of the biggest French artists</li> <li>thinks streets should be named after women and men from French history, as it is a way to protect French heritage</li> <li>doesn't agree with Jack about modern names because someone modern today won't be in 50 years.</li> </ul> <p>Jack</p> <ul style="list-style-type: none"> <li>would choose modern people's names and the names of famous people, like rugby players from around the world, since street names should be liked by young people.</li> </ul>

<p><i>(b) Possible evidence showing understanding of their views on languages.</i></p>	<p>Lucie</p> <ul style="list-style-type: none"> <li>• wants to protect French culture</li> <li>• doesn't like English as it is used too much in France</li> <li>• thinks first languages are important.</li> </ul> <p>Jack</p> <ul style="list-style-type: none"> <li>• explains that in New Zealand, languages like te reo Māori are important for identity and culture</li> <li>• explains that te reo Māori is taught in many schools here</li> <li>• believes bilingualism is a cultural advantage.</li> </ul>	<p>Lucie</p> <ul style="list-style-type: none"> <li>• fears the English language dominating and threatening use of French</li> <li>• thinks they need to protect French identity.</li> </ul> <p>Jack and Lucie agree that a country's language is an important part of its culture.</p> <p>Jack</p> <ul style="list-style-type: none"> <li>• explains that, in Canada, bilingual street signs are common</li> <li>• thinks that in New Zealand, languages like te reo Māori are important not only for protecting identity, but also for keeping culture alive.</li> </ul>	<p>Lucie</p> <ul style="list-style-type: none"> <li>• understands the need to defend the French language because English is widespread</li> <li>• recognises the importance of protecting the mother tongue of a nation as other languages can threaten this.</li> </ul> <p>Jack and Lucie agree about the importance of protecting their culture and language.</p> <p>Jack</p> <ul style="list-style-type: none"> <li>• explains that in New Zealand, they realised the importance of teaching te reo Māori in schools to protect identity and keep the culture alive.</li> </ul>
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