

French: Demonstrate understanding of spoken French related to everyday contexts (91967)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <ul style="list-style-type: none"> identifying meaning of the relevant information, ideas, and opinions in the texts communicating an overall sense or intent of the text. 	<p><i>Demonstrating sound understanding</i> involves:</p> <ul style="list-style-type: none"> selecting evidence of ideas, information and opinions to establish meaning in the texts connecting specific elements in texts to support meaning or intent in the texts. 	<p><i>Demonstrating thorough understanding</i> involves:</p> <ul style="list-style-type: none"> interpreting language to make meaning that is precise and fully constructed showing awareness of the speakers' choices of language and content that establish context and purpose.

N1	N2	A3	A4	M5	M6	E7	E8
Shows minimal understanding of language or meaning.	Shows a little understanding of language or meaning.	Shows understanding of elements of text language and communicates some meaning or intent.	Shows understanding of elements of text language to communicate general meaning or intent.	Shows understanding by selecting and connecting relevant ideas and language to support responses.	Shows understanding by selecting and connecting relevant ideas and language to confirm responses.	Shows detailed and accurate understanding. Responds by interpreting language and content and justifying conclusions about texts.	Shows detailed and accurate understanding. Responds fully by interpreting language and content choices and justifying conclusions about texts.

N0 = No response; no relevant evidence.

Cut Scores

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

Notes

- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response and the grade. Errors of less impact should be disregarded.
- Quoting or direct translation *alone* are not sufficient evidence that the candidate understands the meaning of the text soundly or thoroughly.
- The overall grade for a question must be judged after considering how the text as a whole has been understood, and to what depth. Detail is important when it is relevant to the question asked.
- What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Why is Paul leaving a message?</i>	To tell his friend about activities he has been doing and about school in New Zealand.	To tell his friend about the activities he has been doing and school life because he is soon going to New Zealand.	He knows his friend is going to New Zealand and wants to tell him what he has been doing in the two weeks he has been in Wellington and describe school life in New Zealand.
<i>(b) Complete Paul's friend's notes about activities in Wellington.</i>	<p>Activity:</p> <ul style="list-style-type: none"> • Go to the museum. <p>Details:</p> <ul style="list-style-type: none"> • Learn about history. <p>Activity:</p> <ul style="list-style-type: none"> • Go to a large park. <p>Details:</p> <ul style="list-style-type: none"> • Paul saw birds. • It was great. 	<p>Activity:</p> <ul style="list-style-type: none"> • Go to the museum. <p>Details:</p> <ul style="list-style-type: none"> • Learn about the history of the country. • There is a view of the port. <p>Activity:</p> <ul style="list-style-type: none"> • Go to a large park. <p>Details:</p> <ul style="list-style-type: none"> • Go walking on the tracks. • See the birds being fed. • They are very intelligent. 	<p>Activity:</p> <ul style="list-style-type: none"> • Go to the museum. <p>Details:</p> <ul style="list-style-type: none"> • Learn lots of interesting things about the history of the country. • See a beautiful view of the port from the terrace. <p>Activity:</p> <ul style="list-style-type: none"> • Go to a large park in the hills. <p>Details:</p> <ul style="list-style-type: none"> • There are tracks to go walking. • See a man who works there feeding the birds, who are very intelligent. • They had to open a little door to get their food.
<i>(c) Does Paul find the school experience in Wellington similar to his school life in France? Justify your answer with evidence from the text.</i>	<p>Paul's experience is different because:</p> <ul style="list-style-type: none"> • there are five lessons • they use their computers to do a quiz • there isn't a canteen • they finish at 3 p.m. and do activities • they go shopping in town. 	<p>Paul's experience is different because:</p> <ul style="list-style-type: none"> • there are only five lessons per day • the teacher asks them to do a quiz online on their computer • there is no canteen and they eat on the field • the school day is shorter, they finish at 3 p.m. and so can do activities • school is close to the town centre and so they go shopping. 	<p>Paul's experience is different because:</p> <ul style="list-style-type: none"> • there are fewer lessons per day, only five • sometimes the teacher asks them to do an online quiz on their computer, but Paul has never done that in his classes in France • there isn't a canteen and they have lunch on the field with friends • the school day finishes at 3 p.m. and is much shorter than in France, with time to do activities in the afternoon • the school is very close to the centre of town they go there on foot to go shopping, which is very different from his school in the countryside.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Why is the teacher making this announcement?</i></p>	<p>Paul is going. She is buying a gift. They are going on a trip.</p>	<p>Paul is going back to France. She is going to buy a gift. They have to bring \$5.</p>	<p>Paul is going back to France at the end of the week, so they are doing something special on his last day at school. She is going to buy him a gift, so they have to bring \$5 the next day as a contribution to the gift.</p>
<p><i>(b) Fill in the table below as if you were a student writing notes about the trip.</i></p>	<p>Activities Fine weather:</p> <ul style="list-style-type: none"> • take the bus • to the pool • have a picnic. <p>Wet weather:</p> <ul style="list-style-type: none"> • stay at school • watch movie • play volleyball or football. <p>Need to bring Fine weather:</p> <ul style="list-style-type: none"> • a hat • water. <p>Wet weather:</p> <ul style="list-style-type: none"> • shorts • T-shirt. <p>Fine / wet weather:</p> <ul style="list-style-type: none"> • cheese sandwiches • apples • bananas. 	<p>Activities Fine weather:</p> <ul style="list-style-type: none"> • take the bus at midday • go to a large outdoor pool • tables for a picnic. <p>Wet weather:</p> <ul style="list-style-type: none"> • stay at school and eat lunch in classroom • after lunch, play volleyball or football if you like. <p>Need to bring Fine weather:</p> <ul style="list-style-type: none"> • things for the pool • a hat • water. <p>Wet weather:</p> <ul style="list-style-type: none"> • shorts • T-shirt • sports shoes. <p>The teacher will bring Fine / wet weather:</p> <ul style="list-style-type: none"> • lunch (cheese sandwiches, apples, bananas). <p>Fine weather:</p> <ul style="list-style-type: none"> • sunscreen. 	<p>Activities Fine weather:</p> <ul style="list-style-type: none"> • take the bus at midday to a large outdoor pool and spend the afternoon there • picnic on the tables around the pool. <p>Wet weather:</p> <ul style="list-style-type: none"> • stay at school and eat lunch in the classroom • watch a movie at the same time • after lunch, play volleyball or football in the gym (those who would like to). <p>Need to bring Fine weather:</p> <ul style="list-style-type: none"> • things for the pool • a hat • some water. <p>Wet weather:</p> <ul style="list-style-type: none"> • shorts • T-shirt • sports shoes. <p>The teacher will bring Fine / wet weather:</p> <ul style="list-style-type: none"> • lunch (cheese sandwiches, fruit, and little cakes) <p>Fine weather:</p> <ul style="list-style-type: none"> • sunscreen for everyone

			<ul style="list-style-type: none"> the students must look at the forecast on Wednesday morning.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) What news does Paul share with Marama?</i>	He tells her that he is doing breakdancing.	<p>He tells her that he has started breakdancing.</p> <p>He has seen young people breakdancing in Paris.</p>	<p>He tells her that he has started breakdancing because he has seen young people everywhere in Paris doing it, and so he wanted to try it.</p>
<i>(b) Why is breakdancing popular in France?</i>	It was in the Olympic Games. Bboy Sami has won a lot of competitions.	<p>Breakdancing was in the Olympic Games for the first time (in Paris 2024).</p> <p>Bboy Sami is a French breakdancer and has won a lot of important competitions.</p>	<p>For the first time breakdancing was part of the Olympic Games</p> <p>A Frenchman called Bboy Sami has become well known because he has won a lot of important breakdancing competitions.</p> <p>Lots of young people in France like breakdancing now.</p>
<i>(c) How is Bboy Sami a good role model for young people? Support your answer with evidence from the text.</i>	<p>He has courage and did a lot of work.</p> <p>He has a passion for the dance.</p>	<p>He had to have courage to leave Morocco when he was 15.</p> <p>He had to do lots of work to succeed.</p> <p>He likes to share his passion for this dance.</p>	<p>Breakdancing is difficult, and he had to have courage and do lots of work to succeed, inspiring young people to work hard for what they want.</p> <p>He left his home country at 15 to do breakdancing in France.</p> <p>He likes to share his passion for this dance. He says that dance helped him a lot when he was sad, so he shows that following a passion can help you through tough times.</p>