

**Assessment Schedule – 2025****French: Demonstrate understanding of a variety of spoken French texts on familiar matters (91118)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<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**

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
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**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0–7	8–13	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
<p><i>(a) Possible evidence showing understanding of what La Manie Musicale looks like in Madame Miller's classroom</i></p>	<ul style="list-style-type: none"> <li>• Students listen to 16 songs in class.</li> <li>• They learn French songs.</li> <li>• They study the lyrics and meanings of the songs.</li> <li>• They dance and sing.</li> <li>• They discuss their favourite songs.</li> <li>• They work in groups.</li> <li>• It is a competition.</li> </ul>	<ul style="list-style-type: none"> <li>• The class learns the history of each artist.</li> <li>• They communicate with other high schools and speak about the most popular songs and their favourites.</li> <li>• Some songs are popular from the beginning, others are eliminated very quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• This activity creates a positive atmosphere and makes it a fun class where the students will feel happy and comfortable since they sing and dance.</li> </ul>
<p><i>(b) Possible evidence showing understanding of the benefits of La Manie Musicale for both teachers and students</i></p>	<p>For teachers:</p> <ul style="list-style-type: none"> <li>• It's fantastic.</li> <li>• Teachers can have fun with students.</li> <li>• It makes French more interesting.</li> </ul> <p>For students:</p> <ul style="list-style-type: none"> <li>• Most students love it.</li> <li>• It is fun.</li> </ul>	<p>For teachers:</p> <ul style="list-style-type: none"> <li>• Since it starts in February, near the start of the year, it is a chance for the teacher to get to know the students.</li> <li>• For the teacher it is useful to discuss with other teachers and share ideas.</li> </ul> <p>For students:</p> <ul style="list-style-type: none"> <li>• Students make friends by working in groups.</li> <li>• One student said she learned lots of new words.</li> <li>• She enjoyed feeling like part of a community.</li> <li>• They make friends even from other high schools.</li> </ul>	<p>For teachers:</p> <ul style="list-style-type: none"> <li>• It makes French more interesting and therefore students continue with the subject – it raises the subject profile, improving engagement and retention.</li> <li>• It's wonderful for teachers to see students open up to French language and culture and to see them having fun.</li> </ul> <p>For students:</p> <ul style="list-style-type: none"> <li>• Students enjoy discovering artists from all over, as these are songs from throughout the French-speaking world, while having fun.</li> <li>• Fortunately for those who don't like it, it lasts only three weeks before they move into the traditional programme.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what inspired the change for Christophe</i></p>	<ul style="list-style-type: none"> <li>• His school banned smartphones.</li> <li>• He realised he spent too much time on his phone.</li> </ul>	<ul style="list-style-type: none"> <li>• By chance, he read an article by a woman who gave up her smartphone.</li> <li>• She said it changed her life, so he decided to try it.</li> </ul>	<ul style="list-style-type: none"> <li>• It started when his school banned smartphones.</li> <li>• By chance he was reading an article by a woman who abandoned her smartphone and said it changed her life, so he decided to do the same.</li> <li>• Now he can never return to his former life.</li> </ul>
<p><i>(b) Possible evidence showing understanding of the impact the change has had on his life</i></p>	<ul style="list-style-type: none"> <li>• He used to waste so much free time.</li> <li>• He used to send photos and stupid messages.</li> <li>• He can still use his laptop.</li> <li>• Now he reads.</li> <li>• Now he speaks to people.</li> <li>• Now he listens to what people say.</li> <li>• Now he concentrates better.</li> <li>• Goodbye smartphone, hello freedom.</li> <li>• He's never going back.</li> </ul>	<ul style="list-style-type: none"> <li>• At first it was hard as he liked using his phone to text friends, and even his parents, and to check his timetable.</li> <li>• When he was alone, he used to look at his phone without thinking.</li> <li>• He still has a computer and can send messages or look online if he chooses.</li> <li>• He sleeps better and seems to spend more time outside his house than in it.</li> <li>• He concentrates better and now listens to what people say.</li> <li>• His friends said that he would not know what is going on at school and with his group of friends, but he does not feel that way – he is always able to do things online.</li> </ul>	<ul style="list-style-type: none"> <li>• He has discovered that his phone took too much of his life – he wasted too much time because of it, doing things that weren't important, like sending photos and stupid messages.</li> <li>• Going phone-free has impacted his health – he sleeps better, spends more time in the outdoors, and is concentrating better.</li> <li>• It has impacted his communication – he speaks to people and listens better – and it may help him academically as he is reading more.</li> <li>• All in all, he feels freed from the shackles of the phone and can never return to his old ways – it becomes his choice to engage online.</li> <li>• What is important is that he does not have it with him 24/7.</li> <li>• Although he knows how useful mobile phones can be, he will continue to stay away from his phone to keep this new kind of freedom that he has discovered, as it offers him many benefits.</li> </ul>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why football is growing in New Zealand, according to Michaela</i></p>	<ul style="list-style-type: none"> <li>• It's thanks to the Women's World Cup in 2023.</li> <li>• Teen girls loved the Women's World Cup.</li> <li>• Football is an alternative to netball or rugby.</li> <li>• People want to belong to a community.</li> </ul>	<ul style="list-style-type: none"> <li>• The Women's World Cup in 2023 had a massive influence on girls here, as it was an incredible event for New Zealand.</li> <li>• Parents don't want their child playing contact sports like rugby.</li> <li>• You get fewer injuries playing football than you do playing netball.</li> </ul>	<ul style="list-style-type: none"> <li>• The Women's World Cup in 2023 had a massive influence on girls New Zealand.</li> <li>• It was like a rock star show, teens loved it, especially girls. It inspired girls like her to join the football community.</li> <li>• Parents are wary of contact sports, such as rugby, as they are dangerous. While it's very popular, netball is actually more dangerous than football in terms of injuries.</li> </ul>
<p><i>(b) Possible evidence showing understanding of how likely Michaela's team is to succeed as they move forward</i></p>	<ul style="list-style-type: none"> <li>• She had the support of a PE teacher.</li> <li>• He is an old football player.</li> <li>• They are doing very well.</li> <li>• They need to win two more games.</li> <li>• They are about to become regional champions.</li> </ul>	<ul style="list-style-type: none"> <li>• The girls are motivated and talented; hence they are likely to succeed.</li> <li>• Their coach is their PE teacher, who played football in England.</li> <li>• They are about to become regional champions; they just need to win the next two matches.</li> <li>• They have 5000 followers.</li> </ul>	<ul style="list-style-type: none"> <li>• Michaela joined up with friends who were also interested to find their coach. The team is motivated and was created by their own initiative, so they are likely to succeed. She realised she was not alone in her passion for football.</li> <li>• The coach is their PE teacher, who was an English football player, so he knows a lot about football, as English football has a good reputation worldwide.</li> <li>• They are popular on social media with 5000 subscribers, and they want to encourage them to buy a football team. They already promote the sport to their subscribers to contribute to the development of women's football.</li> <li>• If they win the next two games to become regional champions, this will help to grow their subscriber base and inspire others, so they might help it become a new national sport.</li> </ul>