

Assessment Schedule – 2025

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.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–7	8–13	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 on page 1.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why people own cats in New Zealand</i></p>	<ul style="list-style-type: none"> • They bring so much love to New Zealand families. • They are very popular. • They take up less space than dogs. • They are independent. 	<ul style="list-style-type: none"> • They are popular pets in New Zealand – there are about 200,000 cats in the country. • They support people in difficult moments. • They are soft, calm, quiet companions for older people. • They are more independent than dogs. • They teach children to care for others. 	<ul style="list-style-type: none"> • They seem to be the perfect pet because they are easy, soft, calm, and less noisy, and they don't need as much care as dogs. • They are sweet companions for elderly people, and they also teach children how to care for others.
<p><i>(b) Possible evidence showing understanding of the threat cats pose in New Zealand and what we can do about it</i></p>	<ul style="list-style-type: none"> • Ecologists are angry. • Cats hunt and threaten native birds. • They are responsible for the deaths of birds. • Let your cats eat more often. • Play with them. • Don't let your cats outside at night. • Register them. 	<ul style="list-style-type: none"> • They kill at least one million birds each year. • Let your cats eat often so they won't want to hunt as much. • Play with them because if they are bored, they are more likely to hunt. • Keep them inside during the night, as this is when they are the most active. • Registering cats should be compulsory, as it is for dogs. 	<ul style="list-style-type: none"> • A warning has been given: if nothing changes, there won't be any more birds in New Zealand in 100 years. • Defenders of birds are calling for new, stricter rules, such as registering cats like we do for dogs. • It is a necessary challenge to manage the number of cats in New Zealand to stop the disappearance of native species and to contribute to a balanced flora and fauna. • Most people who want to control cats actually have cats themselves. • A change is possible for the future of the native birds.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why Ben thinks that now is a good time for Guillaume to come to New Zealand</i></p>	<ul style="list-style-type: none"> • He has just finished high school. • He has about four months free before starting university. • He doesn't like his job at the supermarket anyway. • Guillaume wants to come to New Zealand. • It's summer. 	<ul style="list-style-type: none"> • Guillaume is looking for a full-time job before starting uni. • He is ready for a change as he doesn't like his current job. • With their salaries, they could go to concerts, go to the beach, and go camping. • They would finally meet after being pen pals for eight years. • They could borrow his parents' tent and his sister's car and have more adventures. 	<ul style="list-style-type: none"> • Ben saw an ad on social media about a job that would suit Guillaume. • It's for a full-time job for a few months. • Ben wants to apply as well, so if Guillaume was selected, they could share accommodation. • Since they both have a few months ahead of them before starting university, they will be able to enjoy their time together. • They can work together but also go to concerts or to the beach. • If Guillaume could stay longer, they could borrow Ben's parents' tent and, seeing as Ben gets on with his sister, she might let them borrow her car to have more adventures.
<p><i>(b) Possible evidence showing understanding of what makes Guillaume a strong candidate for the job</i></p>	<ul style="list-style-type: none"> • The job doesn't require any professional experience. • He got good grades in English, so he won't have any issue with the language. • He is responsible, honest, and kind. • He is sporty and likes the outdoors. 	<ul style="list-style-type: none"> • Guillaume is very interested in working with young people and community organisations. • He gets on well with people. • The group will have fun with him. • He is sporty, which is a good thing, as it will be easy to create good activities. 	<ul style="list-style-type: none"> • Although Guillaume doesn't need any professional experience, he is quite gifted with young people and the job is about welcoming and taking care of teenagers in difficult situations. • He will create a good atmosphere among the group. • He is caring, as he is very interested in community work. • He is smart, as he has good grades in English. • He will be a good role model for the teenagers, having left his country to work.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why New Zealand is important to the sisters</i></p>	<ul style="list-style-type: none"> • They were born here. • They study here. • There are pretty beaches. 	<ul style="list-style-type: none"> • They decided to come back here to study after finishing high school in Tahiti. • New Zealand beaches are the ideal place to relax. • They got to see the Pleiades constellation in the sky, which was incredible. • They went to the beach for Matariki with friends – the energy there was amazing. • They see New Zealand as a great place to explore the connections between people and nature – it reminds them of the connections they feel with nature. 	<ul style="list-style-type: none"> • They didn't want to miss their family too much, so studying in New Zealand allows them to be closer to their family than they would be if they studied in France. • The similarities with their own culture in Tahiti (with the celebrations of Matariki and the closeness to nature) would make them feel more at home.
<p><i>(b) Possible evidence showing understanding of how Huke and Ohi might inspire others</i></p>	<ul style="list-style-type: none"> • Huke is going to be a university professor. • She wants to inspire other women to pursue engineering studies like she did. • The door is open for Ohi. • Ohi is intending to travel in Europe. 	<ul style="list-style-type: none"> • She advises to never hesitate to ask for help. • Everyone has difficulties. • There are lots of people to help you back on the right path. • Huke wants to use learning to have a positive impact on the world. • She wants to inspire other women to pursue engineering studies like she did, which is inspirational as this is traditionally a male-dominated field. 	<ul style="list-style-type: none"> • Ohi's belief in the connection between people and nature and that protecting the environment supports the well-being of future generations is inspiring. • They offer words of wisdom for studies – don't be scared, you will be OK, people will help you. • It is better to make errors early so that you can learn a lesson from them more quickly. • They share an inspiring message of life being a journey, like the journey their ancestors made when they crossed the ocean. • They connect to inspiring female engineers, especially given that Pasifika women are underrepresented in that field.