Assessment Schedule – 2012

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

Evidence Statement

Question One: La popularité à la école			
Shows no or limited understanding of the text.	Shows understanding / is able to make meaning of the text.	Selects relevant information, ideas, and opinions from the text and communicates them unambiguously.	Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text.	Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – *demonstrates understanding.*	Has developed an explanatory answer without indicating a grasp of fine detail and nuance – *demonstrates clear understanding.*	Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding.*

Grade score descriptors

N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information.	Little valid information.	Some valid information.	A range of valid information about popular students' social lives.	Relevant statements are made about popular students' social lives and wardrobe	Several relevant statements are made about popular students' social lives and wardrobe.	Full justification of what a popular student's social life OR wardrobe is like.	Full justification of what a popular student's social life and wardrobe is like.

Specific evidence *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.*	*For example* *These examples are typical of candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.*
Social life: • To be popular you have to want to be sociable. • Usually go to cafes at the end of classes to see each other and be seen. • Going out to cool places in Paris is expensive for teenagers. **Clothes** • Follow the latest fashion and buy stylish clothes. • Sometimes they all look the same – wearing the same black pants or the same short skirt.	**N1** – Black pants, short skirt. **N2** – Popular is sociable. **A3** – Have a lot of money. **A4** – Go to cafés after class. **M5** – Go to cool parties in Paris where going out is expensive for teenagers. **M6** – They follow the latest fashion – buy chic clothes. Go to café after classes to meet up with each other. **E7** – Sometimes they end up looking the same as they all wear the same black pants / short skirt. **E8** – They go to cafes to see each other and to be seen. Sometimes they end up looking the same as they all wear the same black pants / short skirt.

N0 = No response; no relevant evidence.

Question Two: La popularité à la école

Shows no or limited understanding of the text.	Shows understanding / is able to make meaning of the text.	Selects relevant information, ideas, and opinions from the text and communicates them unambiguously.	Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text.	Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – *demonstrates understanding*.	Has developed an explanatory answer without indicating a grasp of fine detail and nuance – *demonstrates clear understanding*.	Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding*.

Grade score descriptors

N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information.	Little valid information.	Some valid information.	A range of valid information about why they chose one person.	A justification of why they chose Catherine or Jean-Paul.	A full justification of why they chose Catherine or Jean-Paul.	A justification of why they chose Catherine or Jean-Paul AND why they **did not** choose the other person.	A full justification of why they chose Catherine or Jean-Paul AND why they **did not** choose the other person.

Specific evidence *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.*	*For example* *These examples are typical of candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.*
I **chose Catherine** because she says that in her school everyone respects each other in spite of their differences. At her school everyone is trying hard to succeed and be an individual rather than be popular, which is my own experience at my school too, so I agree with her. Like her, I also think that it's OK to have just a few close friends rather than hundreds of acquaintances. I **did not choose Jean-Paul** because he is talking more about how to be happy – and having a few close friends is part of that. He also says that popular people are often people who are just more honest (as they are not trying to please others) so people find them more attractive. I like what he had to say but I think what Catherine says is more relevant to popularity.	**N1** – Catherine because says friendship is great.
	N2 – Catherine because it is important to develop individuality.
	A3 – Catherine because respecting others is good.
	A4 – Catherine because two or three friends is enough.
	M5 – Jean-Paul because it is true that everywhere there are people who are more popular than others
	M6 – Catherine because she says that in her school everyone respects each other in spite of their differences. At her school everyone is trying hard to succeed at exams and be an individual which is my own experience at my school too so I agree with her.
	E7 –I didn't choose Jean-Paul because he was writing more about how to be happy and live a happy life. I do agree though that it is not about having heaps of friends or pleasing others.
	E8 – Catherine because she says that in her school everyone is trying hard to succeed at their exams and be an individual rather than be popular which is my own experience of school too. So I agree with her. I didn't choose Jean-Paul because while I agree that it is important to not be afraid to say what you think, I prefer Catherine's ideas.

N0 = No response; no relevant evidence.

Question Three: Une conversation

Shows no or limited understanding of the text.	Shows understanding / is able to make meaning of the text.	Selects relevant information, ideas, and opinions from the text and communicates them unambiguously.	Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text.	Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – *demonstrates understanding.*	Has developed an explanatory answer without indicating a grasp of fine detail and nuance – *demonstrates clear understanding.*	Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding.*

Grade score descriptors

N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information.	Little valid information.	Some valid information.	A range of valid information about the ideal exchange student is given.	A clear picture of the ideal exchange student is given making some relevant points about their feelings, wants and /actions.	A clear picture of the ideal exchange student is given making several relevant points about their feelings, wants and actions.	A full description of Amelie's ideal exchange student that includes reference to being willing to suggest things to do /clearly express her wants OR assimilate quickly into the family.	A full description of Amelie's ideal exchange student that includes reference to being willing to suggest things to do / clearly express her wants OR assimilate quickly into the family.

Specific evidence	*For example*
This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.	These examples are typical of candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.

Someone:	
• with whom she would quickly make friends • who would assimilate quickly into the family • who would be relaxed • who would express her true feelings • who wants to spend time with her and will initiate things.	**N1** – Relaxed.
	N2 – Would be a friend.
	A3 – Would be part of the family.
	A4 – Say what film she wants to see.
	M5 – Would know what she wants.
	M6 – Would express her true feelings instead of just agreeing all the time. Would know what she wants.
	E7 – Would assimilate quickly into the family and not act like she has just arrived after 5 months living there.
	E8 – Would want to spend time with her and would initiate things to do.

N0 = No response; no relevant evidence.

Question Four: Une conversation

Shows no or limited understanding of the text.	Shows understanding / is able to make meaning of the text	Selects relevant information, ideas, and opinions from the text and communicates them unambiguously.	Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text.	Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – *demonstrates understanding.*	Has developed an explanatory answer without indicating a grasp of fine detail and nuance – *demonstrates clear understanding.*	Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding.*

Grade score descriptors

N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information.	Little valid information.	Some valid information.	A range of valid information; at least ONE question Amelie should ask with reason why.	Relevant questions are asked	Several relevant questions are asked	Response gives full evidence of Tracey's feelings about NZ OR France	Response gives full evidence of Tracey's feelings about NZ AND France

Specific evidence *This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.*	*For example* *These examples are typical of candidates at the score indicated; however, they are not full responses and are intended to be indicative rather than prescriptive.*
Do you miss NZ? Because she is far away from her family / country.	**N1** – How are you feeling?
	N2 – What is New Zealand like?
Have I done something to upset you? Because she seems distant and Amelie is impatient.	**A3** – Are you depressed?
	A4 – Do you miss your family?
Would you like help with your French? Perhaps that is why she doesn't communicate very much.	**M5** – Have I done something?
	M6 –Have I done something? Would you like help to improve your French?
	E7 – Do you miss your country? Tracey is far from her family and could be a bit depressed.
How are you enjoying your stay here? Because she needs to know to be able to resolve the situation.	**E8** – How is your stay going? Need to know how Tracey's stay is going in order to be able to resolve the situation.

N0 = No response; no relevant evidence.

Judgement statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 16	17 – 24	25 – 32