Assessment Schedule – 2020

French: Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance (90878)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
*Demonstrating **understanding** involves making meaning of relevant information, ideas, and / or opinions in the texts.*	*Demonstrating **clear understanding** involves selecting relevant information, ideas, and / or opinions from the texts and communicating them unambiguously.*	*Demonstrating **thorough understanding** involves expanding on relevant information, ideas, and / or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.*
Responses as a whole show an **understanding of the general meaning (gist)** of the texts.	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.	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.

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 – 12	13 – 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 above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of why Emilie has chosen New Zealand as her destination for work experience.	• Emilie loves animals. • She wants to work with a native species. • She considers animals her friends. • She watches / watched television programmes about animals. • She wants / is going to be a vet.	• Emilie wants to work in the zoo. • She has had animals / or cats, dogs, and birds since she was small. • She has been watching a television series about native species. (*Must be in past tense.*) • Emilie thinks she might want to be a vet, this will help her decide.	• There is a team that works to protect native species, which interests Emilie. • Because she considers animals to be her friends / she likes to spend time with them / this will be a unique opportunity to learn more about New Zealand animals. • She really enjoyed / liked the television programme about New Zealand native species, and this work experience will teach her even more. • Working at the zoo will help her decide if she wants to become a vet or not.
(b) Possible evidence showing understanding of how Emilie is likely to feel about living in New Zealand?	• Emilie will be living with a New Zealand family. • She will try a different way of life. • She is not confident with her English.	• Emilie worries she might not like the food. • She is nervous about speaking English. • She has only been learning English for three years. • She is going to miss her family.	• Emilie will live with a New Zealand family who will have a completely different way of life to her, and she feels very positive about this. • She worries she might not like the food and always be hungry. • As she has been learning English for only three years, she is not confident with the language, but this will be a chance to practise. • She will be able to make friends in another country / or she will struggle to make friends. • She will miss her family, but this is a chance for her dream to come true.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of whether Sandrine enjoyed her visit to her grandmother's house.	Yes, she did enjoy it, because: • it was her birthday • Grandmother cooked food • there was chocolate cake • she received presents. No, she did not enjoy it, because: • they ate inside • it was too crowded • she ate too much for lunch.	Yes, she did enjoy it, because: • she got to see her family • her grandmother prepared a big meal • her uncle made / brought a chocolate cake • she was given trainers and books as presents. No, she did not enjoy it, because: • her cousins did not go (*plural*) • it rained, so they could not have a barbecue • 14 people had to sit in the small living room • she couldn't eat the chocolate cake because she was full.	• Sandrine got to see most of her family, and it would have been nice to celebrate her birthday with them. • She felt lucky to be given presents – trainers and books. • She had been looking forward to seeing her cousins, but they couldn't make the gathering. • It rained, so 14 people had to squeeze into the living room, which made it less enjoyable. • Her uncle made a cake, but she was too full to eat it so it might have gone to waste.

(b) Possible evidence showing understanding of whether Sandrine's experience at the leisure centre was positive or negative.	Positive because: • She went with friends. • They went bowling. • They ate at a restaurant.	Positive because: • There is lots to do in the centre and they chose bowling. • Bowling was fun (*not amusing*). • Sandrine won the bowling. • She ate delicious fries.	Positive because: • There is lots to do at the leisure centre, so even though the cinema was sold out, they had other options. • Sandrine enjoyed bowling, and she won, which would have made her birthday even better. • She had the best fries of her life, so she must have enjoyed the meal.
	Negative because: • They couldn't see the film / go to the cinema. • Her friend was vegetarian. • There was a problem with the bus.	Negative because: • They could not go to the cinema because there were too many people. • Her vegetarian friend (Thomas) didn't eat anything. • The leisure centre was too big, so they had problems finding the bus.	Negative because: • Sandrine had tried to reserve movie tickets, but there were too many people at the cinema. It was okay because there was lots to do at the leisure centre. • Her vegetarian friend Thomas did not have anything to eat, as there were not many food options for him. • The centre is too big, so they couldn't find the bus stop. Sandrine's mother had to come and pick them up.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what the weather be like at the weekend.	• Friday: Sunny, 22-23 degrees. • Saturday: Bad weather, rain. • Sunday: Nice weather / good temperature.	• Friday: Morning, sun, 22 degrees. Afternoon, 23 degrees. • Saturday: Bad weather all day, fog in the morning and then rain until 9pm. • Sunday: Nice weather / good temperature of 28 degrees.	• Friday: Will start with sun and a temperature of 22 degrees. In the afternoon, the wind returns, but the temperature will stay around 23 degrees. • Saturday: Bad weather is forecast for morning, noon and night. The morning fog will last until about midday and then it will start to rain. Rain will continue until 9pm. • People should stay inside. • Sunday: Nice weather and a good temperature of 28 degrees.
(b) Possible evidence showing understanding of the activities Rahim wants to do while he is in Montpellier.	• Visit his brother. • Surf. • Cycle. • Visit museum. • Visit aquarium. • Buy presents.	• Surf at the beach near the airport. • Rent bikes so they can cycle around the pretty village near Montpellier. • See boats (in the port). • Go fishing. • Eat the famous ice cream. • Visit the aquarium with the exotic fish. • Shop, as the aquarium is in a big modern shopping centre. • Buy a present for his parents.	• Surf, because Rahim and his brother have loved surfing since they were little. • Go to the museum that he has always wanted to visit. • Visit the aquarium with exotic fish from all over the world. • Rahim wants to go to the big modern mall, because he could go to the aquarium there, as well as shop. • Buy presents for his parents there, because they paid for his plane ticket. They might be upset if he doesn't buy them a present!

(c) Possible evidence showing understanding of the best choice of activity for Rahim on Saturday.	• Bad weather is forecast for Saturday. • Visit the museum, aquarium, or shops. • Stay inside.	• As it is going to rain, the museum, aquarium, and shopping would be better choices, because they are all indoors. • *The candidate explains their suggestion*. For example, Rahim should go to the aquarium because it will be a wet day and he can be inside while seeing the exotic fish.	• The weather forecast said that one must stay inside. • *The candidate gives reasons why outside activities would not be suitable that must link the weather with an activity*. For example, it is going to rain, so it would not be a good idea to go cycling. • *The candidate gives an in-depth response justifying their conclusion.* For example, since the aquarium is in a shopping centre, he can also buy presents for his parents there. • *The candidate shows thought about consequences.* For example, Rahim should buy the present for his parents on Saturday and not leave it until Sunday, when he will be catching a flight home, as that would be stressful.