

Assessment Schedule – 2022

French: Demonstrate understanding of a variety of French texts on areas of most immediate relevance (90881)

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 – 8	9 – 14	15 – 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 above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing which day is Aïcha's favourite</i>	<ul style="list-style-type: none"> • Wednesday • Art is her favourite subject. • It is fantastic. • The maths teacher is nice. 	<ul style="list-style-type: none"> • She loves science. • She finds maths difficult, but the teacher helps them a lot. • She is a creative person and is good at art; it's her favourite subject. • In the afternoon, she goes to the café for lunch with her friends as there are no classes. 	<ul style="list-style-type: none"> • She has a double period of her favourite subject, art, which is also her best subject. What's more, her best friends are in the same class, so she gets to spend lots of time with them as well as socialising in the afternoon.
<i>(b) Possible evidence showing which day is Aïcha's least favourite</i>	<ul style="list-style-type: none"> • Aïcha doesn't like Tuesdays. • She hates it. • The teacher is strict. • She doesn't like French. 	<ul style="list-style-type: none"> • Aïcha hates English the most. • She has two hours of French and English – two subjects she dislikes. • The teacher is boring and talks too much. • They have to speak English only. 	<ul style="list-style-type: none"> • They must only speak English in class and her friends speak it much better than her, which would make her feel inadequate and dislike the subject more. • She gets a lot of homework on top of her least favourite day, and in her least favourite subject, which she struggles in.
<i>Candidates may choose days other than Tuesday for Part B, as long as sufficient justification is given.</i>			

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing the differences Luc has noticed between French and New Zealand Christmas</i></p>	<ul style="list-style-type: none"> • He is at the beach. • They don't buy dessert at the cake shop. 	<ul style="list-style-type: none"> • They spend the day at the beach, which is crazy. • They don't buy dessert for Christmas Day, but make it themselves. • There aren't the same traditions. 	<ul style="list-style-type: none"> • They spend lots of time at the beach – even Christmas Day was spent there. • They didn't buy the Christmas Day dessert, but made it at home themselves – a fruit meringue with cream, as well as a stodgy fruit cake. • On Christmas Eve, they don't stay up late in New Zealand, nor go to church at midnight. <p><i>(Excellence candidates can refer to most differences mentioned in the text in the context of how they are different to France.)</i></p>
<p><i>(b) Possible evidence showing understanding of whether Luc is enjoying his exchange in New Zealand</i></p>	<ul style="list-style-type: none"> • He feels lazy. • He is ready to come back home. • It's tiring. 	<ul style="list-style-type: none"> • Even though he gets to laze on the beach and read lots, he feels ready to come home soon. • He finds speaking English all day tiring. 	<ul style="list-style-type: none"> • He is reading and speaking lots in English so obviously making the most of his exchange, but he says he misses his family more than once and is ready to come home soon. So, he has enjoyed his time, but will enjoy going home even more. • He missed going to midnight church service at Christmas and going to bed late, and seems horrified at the Christmas menu in parts (lack of seafood, no chocolate log for pudding), so is looking forward to coming home soon. <p><i>(Candidates can argue either way as long as sufficient justification is given.)</i></p>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
Possible evidence showing why someone might choose a cat over a dog	<ul style="list-style-type: none"> • They are smaller. • They only need food and water. • They are affectionate. • They are good therapy. 	<ul style="list-style-type: none"> • They need less than dogs (food and water is enough) and they are cleaner. • Their purrs can be therapeutic. • There is an app that can help you communicate with your cat. 	<ul style="list-style-type: none"> • Their needs are less than a dog's: they clean themselves, and eat and drink less – and therefore cost less. Their size means they also cost less in vets' bills and boarding fees when you want to go away. • Cats who like to purr on your knee while you stroke them can be therapeutic, releasing serotonin in your body and reducing the stress hormone, cortisol.