Assessment Schedule – 2013

French: Demonstrate understanding of a variety of written and / or visual French texts on familiar matters (91121)
Evidence Statement

Question One			
Not Achieved	**Achievement**	**Merit**	**Excellence**
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 which 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.	Basic information mostly correct.	A range of basic information correct OR errors in basic info but sections of correct detail.	Basic information correct. Has some correct detail or inferences but with errors.	Basic information correct. Detail consistently correct OR attempts made at inference but not justified by the text.	Inference made in both parts of question but not justified / not well justified OR low-level inference OR loose explanation.	Shows connections justified by the text and answer supported by thorough understanding of both parts of the question.

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.*
What kind of person is Lily?	**N1** – relaxed
Lily is relaxed; like most NZers she likes the outdoor life, feels free to choose her own path, seeking to be herself.	**N2** – likes outdoor life
Like most NZers, Lily can cope in any situation because she is not too attached to old traditions.	**A3** – doesn't like competition, prefers sharing
Lily is strong-minded / intelligent because she can argue why school uniforms are inappropriate in NZ. Lily is modern / forward-thinking because she doesn't think NZ should keep old English traditions such as school uniform.	**A4** – Worried that schools are seeking to find point of difference – pride, competition. All she wants is not to fail exams
Lily doesn't like competition but is conscientious and doesn't want to fail her exams. **What else is bothering Lily apart from uniform?**	**M5** – Feels free to choose her own path, seeking to be herself. Doesn't want to fight against other students of her country
Peer pressure – Schools should teach pupils how to face the pressures of fashion by letting them choose their own clothes, rather than imposing a uniform and leaving this problem for when they leave school – Lily values freedom of choice.	**M6** – Schools far from being democracies – can't even go to toilet when want to. Schools should teach pupils how to face the pressures of fashion rather than leaving it for when they leave school.
Being treated as children – Lily finds it strange that people often speak about teaching pupils how to live in real world but treat them as if they are not a part of it – not being able to choose own clothes is an example of this.	**E7** – Finds it strange that people often speak about teaching pupils how to live in real world but treat them as if they are not a part of it
Competition – Schools are seeking to find point of difference and encourage pride, competition – Lily prefers the idea of sharing rather than trying to beat other students because she has more in common with them than her teachers – all she wants is not to fail her exams	**E8** – Contradiction between relaxed nature of NZers and keeping old traditions – Nzers like to choose their own path
Schools are far from being democracies – there are lots of rules– students can't even go to toilet when they want to (there are lots of rules around uniform too).	
Contradiction between relaxed nature of NZers who are not too attached to tradition and keeping old traditions such as uniform – NZers like to choose their own path.	

N Ø   No response or no valid evidence

Question Two

Not Achieved	Achievement	Merit	Excellence
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 which 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.	Basic information mostly correct.	A range of basic information correct OR errors in basic info but sections of correct detail.	Basic information correct. Has some correct detail or connections but with errors.	Basic information correct. Detail consistently correct OR attempts made at connections between rules, reasons and effects, but not justified by the text.	Connections between rules, reasons and effects made but not fully justified OR low-level connections OR loose explanations.	Shows clear connections between rules, reasons and effects fully justified by the text and supported by detailed understanding.

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.*
FIRST RULE: Be more active during the day	**N1** – Swim, run after ball
REASONS:	**N2** – Go for walks (in the streets), walk to school instead of taking bus
Inactive adolescent is not sufficiently tired in the evening; Young people who do a sport get to sleep more easily; Sleeping well helps you to grow (physically) and be successful; Sleeping badly can upset ability to concentrate and lead to moments of overwhelming fatigue during the day	**A3** – Be more active during the day. Young people who do sport get to sleep more easily
EFFECTS ON LIFE: Have to do more activity: swim, run after a ball, go for walks, walk to school instead of taking the bus	**A4** – Eat a healthy dinner earlier. Eat at least 2 hours before going to bed
SECOND RULE: Eat a healthy dinner earlier	**M5** – Take away technology at a certain time. Most teenagers lose 2 hours sleep per night because of technology
REASONS:	
Better to eat earlier and avoid heavy meals and sugary / sweet drinks; Avoid being awoken by a bad dream; eating late can prevent you from falling into a deep sleep; body won't get the rest it needs; lack of deep sleep can lead to failure at school	**M6** – Have to read in bed, reading on paper not on computer. To sleep well, need to go to bed with the least thoughts in one's head as possible
EFFECTS ON LIFE: As a family eat dinner as early as possible, at least 2 hours before going to bed; avoid heavy meals; no sweet drinks / drink water	**E7** – Avoid being awoken by a bad dream. Eating late can prevent falling into a deep sleep. Your body won't get the rest it needs
THIRD RULE: Access to technology will be restricted	**E8** – Sleeping well helps you grow and be successful. Sleeping badly can upset concentration and lead to moments of great tiredness during the day. Lack of deep sleep can lead to failure at school
REASONS:	
Parents will take cell phones, games consoles and computers at a certain time; most teenagers lose 2 hours sleep per night because of technology because they are permanently connected to it; to sleep well need to go to bed with the least thoughts in one's head as possible; reading a "real" book is a good way to empty your mind (of worries)	
EFFECTS:	
Have to hand over technology to parents at certain time; have to read in bed, reading on paper not on computer	

N Ø   No response or no valid evidence

Question Three			
Not Achieved	**Achievement**	**Merit**	**Excellence**
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 which shows understanding of nuance and meanings not necessarily stated obviously in the text – *demonstrates thorough understanding*

Grade Score Descriptors							
N1 Very little valid information.	**N2** Little valid information.	**A3** Basic information mostly correct.	**A4** A range of basic information correct OR errors in basic info but sections of correct detail.	**M5** Basic information correct. Has some correct detail or comparisons but with errors.	**M6** Basic information correct. Detail consistently correct OR attempts connection and comparisons but not justified by the text.	**E7** Connection and comparisons made but not fully justified OR low-level inference OR loose explanation.	**E8** Shows convincing connection and comparisons fully justified by the text and supported by detailed understanding.

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.*
Explain how Veber got into theatre and film:	**N1** – Was a journalist for three years. He is kind but not a hero
Worked for three years as journalist; got fired / made redundant from his newspaper; decided to do something he always loved: tell stories; wrote his first play at 30.	**N2** – Veber decided to do what he loved – tell stories. Has done (as many) stupid things as Pignon
If he had not lost that job, would still be a journalist today; he transformed his misfortune into good fortune.	**A3** – Wrote his first play at 30. For Pignon, happiness is his family and friends.
Explain in what ways Veber is similar to Pignon:	**A4** – Always happy to help those they love. For Veber his 2 children, his wife and his friends make him happy.
Like Veber, Pignon is a little guy / an unremarkable man in the crowd caught up in an adventure.	
At the end of the film he becomes a better person.	**M5** – Got fired from his newspaper. At the end of the film Pignon becomes a better person
He is kind but he is no hero.	
When a misfortune happens, Pignon never backs away from the challenge, just as Veber met the challenge of losing his job and turned a bad situation into good fortune.	**M6** – If he had not lost that job, would still be a journalist today. When misfortune occurs, they never refuse the challenge
They are both always ready to help those they love.	**E7** – Like Veber, Pignon is a little guy in the crowd caught up in an adventure. Like Pignon, Veber has also been pushed into a surprising adventure. Veber has been dragged into situations he had not foreseen
Like Pignon, Veber has also been pushed into a surprising adventure, i.e. making films is an unexpected adventure.	
Veber has done as many stupid things as Pignon.	**E8** – When a something bad happens happens, Pignon never refuses the challenge; in the same way, Veber transformed losing his job from misfortune to good fortune. Like Pignon, Veber has been dragged into situations he had not forseen, for example when he lost his job as a journalist / when he had to deal with Dépardieu's drinking.
Like Pignon, Veber has been dragged into situations he had not foreseen, e.g. when he lost his job.	
Like Pignon, Veber does not take himself seriously.	
For Pignon, happiness is his family and friends; for Veber, his two children, his wife, and his friends make him happy.	

N Ø   No response or no valid evidence

Question Four

Not Achieved	Achievement	Merit	Excellence
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 which 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.	Basic information mostly correct.	A range of basic information correct OR errors in basic info but sections of correct detail.	Basic information correct. Has some correct detail or inferences but with errors.	Basic information correct. Detail consistently correct OR attempts made at connections but not justified by the text in all parts.	Connections made but not fully justified in all three parts OR low-level inference OR loose explanations.	Shows connections justified by the text in all three parts and supported by detailed understanding.

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.*
Why was Veber happy after making *Dîner de cons*?	**N1** – The film is funny
He knows the film is funny because he heard people laugh.	**N2** – He heard people laugh
Happy because *Dîner de cons* turned out to be a success (although success is always a mystery, even to the author). To begin with, nobody found the idea funny but Veber remained convinced that this "idiot" character was interesting because he could punish the bad guy, so he is pleased he stuck to his idea, despite opposition.	**A3** – Prefers stories of friendship much more than stories of love. Made five films with Gérard Dépardieu
	A4 – Two men who are opposites gradually become friends. Veber spoke one-on-one with Dépardieu.
The type of stories Veber likes:	**M5** – There is a warmth between such characters whish he doesn't find in romantic comedies.
Prefers stories of friendship much more than stories of love.	
That is why his films are often about two men who are opposed in everything who gradually become friends.	**M6** – Deals with conflict immediately: spoke one on one with Gérard Dépardieu. Gave an ultimatum: next time you drink alcohol on set we stop everything
There is a warmth between such characters which he doesn't find in romantic comedies.	
How Veber manages conflict:	**E7** – Responded immediately to criticism by Dépardieu: needs to do his scenes 20 times before he learns his lines because he drinks on set. Dealt well with conflict in that case as Dépardieu never drank again on set and they went on to make 5 films together
Deals with conflict immediately / tactfully / firmly / directly	
Gives the example of how he dealt with Gérard Dépardieu who would drink on set	
Responded immediately to criticism by Dépardieu: D. needs to do his scenes 20 times before he learns his lines because he drinks Veber spoke one-on-one with Dépardieu.	**E8** – To begin with nobody found the idea funny but Veber remained persuaded that the character was interesting because he could punish the bad guy. Veber is glad that he stuck to his idea despite opposition
Gave an ultimatum: next time you drink alcohol on set we stop everything.	
Dealt well with conflict in that case as Dépardieu never drank again while filming with Veber and what is more, they went on to make five films together.	

N Ø   No response or no valid evidence

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 9	10 – 18	18 – 24	25 – 32