

Assessment Schedule – 2023

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
<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 – 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 on page 1.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the characteristics of each genre of music, according to the three young people.	<ul style="list-style-type: none"> Rock – the songs are strong. Electro – it has lots of rhythm and different sounds. Pop – you can dance and sing to pop, and the music videos are always cool. 	<ul style="list-style-type: none"> Rock – it helps Raphaël wake up in the mornings, and his mum also loves rock music. Electro – it makes you want to dance when you listen. Pop – you can have fun and it gives you energy 	<ul style="list-style-type: none"> Rock – it's not in French, so you don't have to concentrate on the words to enjoy it. Electro – anyone can make electro music as you don't need to play a traditional instrument, you just need a computer. Pop – there are slow and sad songs as well as energizing ones, so something for everyone to enjoy.
(b) Possible evidence showing understanding of who is most likely to enjoy the concert, according to the passage.	<ul style="list-style-type: none"> Fabi, because she loves all types of music she doesn't have a favourite genre. 	<ul style="list-style-type: none"> Fabi, because she plays the violin so will enjoy the classical music, she plays the guitar so may enjoy the jazz. Raphaël and Chloé only like one genre of music, so it's not the best concert for them. 	<ul style="list-style-type: none"> Fabi, because she likes pop because of the different types of songs, and the three artists will play a mix of songs so she will enjoy the variety at the concert. she has been playing the violin for ten years, and guitar for three years, so would enjoy the classical and jazz music [any information as to why Raphaël and Chloé would be less likely to enjoy it]

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of why Florence wanted to learn more about these dolphins.	<ul style="list-style-type: none"> • She is passionate about animals. 	<ul style="list-style-type: none"> • She is passionate about animals, especially those from New Zealand. 	<ul style="list-style-type: none"> • She is passionate about animals from New Zealand because her dad is from there, so she would want to get an understanding of native animals.
(b) Possible evidence showing understanding of what she learned about Hector's dolphins from this experience.	<ul style="list-style-type: none"> • They're very small. • They're grey, white, and black. • Dolphins are in danger. 	<ul style="list-style-type: none"> • They're curious and friendly. • They look a bit like orcas. • You should not touch the dolphins. • There is lots of pollution in the world. • We must do more to help our world and animals. 	<ul style="list-style-type: none"> • By getting up close to them, she could see they were very small and were grey, white, and black. • You should never touch dolphins in the wild as you could injure them or make them sick. • You also should never feed them. • As the sea is dirty and there are fewer fish, these dolphins and other marine life are at risk.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of why Rai plays boomerang.	<ul style="list-style-type: none"> • He started playing it in PE / sports class. • It is quite physical. • It is different. • It helps him with rugby. 	<ul style="list-style-type: none"> • You have to run a lot. • He needs precision for boomerang, which has helped his rugby skills. • There are a few competitions, and he enjoys meeting other young people there. • It has helped improve his grades at school. 	<ul style="list-style-type: none"> • He needs precision for boomerang, which has helped him pass the ball in rugby. • He has better concentration and control, which has helped improve his grades at school.
(b) Possible evidence showing understanding of why Rosalie plays Kin-Ball.	<ul style="list-style-type: none"> • It's perfect. • It's super. • It's easy to play. • It's fast. 	<ul style="list-style-type: none"> • She didn't have many friends at her new school, so had to join a club. • It is energetic and fun. • Because of playing Kin-Ball, she has friends, is in good shape, and has fun. 	<ul style="list-style-type: none"> • She used to play netball, but as it is not popular in Quebec, she had to find another sport – Kin-Ball is perfect as it is a mix of netball and football, so she had some skills already. • All you need is a ball, so it is easy to play wherever you are.