

Assessment Schedule – 2016

French: Demonstrate understanding of a variety of extended written and/or visual French texts (91546)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding involves making meaning of the information and varied perspectives in the texts.</i>	<i>Demonstrating clear understanding involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.</i>	<i>Demonstrating thorough understanding involves expanding on relevant information and varied perspectives from the texts with supporting detail.</i>

Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates limited or no understanding of the texts. Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the texts. The response is logically inconsistent , indicating misunderstanding.		<i>Demonstrates understanding and makes meaning of information and varied perspectives from the texts.</i> Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is consistent .		<i>Demonstrates clear understanding by selecting relevant information and varied perspectives from the texts and communicating them unambiguously.</i> Information correctly includes relevant detail from the texts. The candidate attempts to communicate implied meanings without showing understanding of every nuance.		<i>Demonstrates thorough understanding of the implied meanings or conclusions within the texts.</i> Relevant information and varied perspectives, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the texts.	
N1 Shows very little understanding and does not convey the general meaning of the texts.	N2 Shows little understanding and does not convey the general meaning of the texts.	A3 Demonstrates some understanding of the texts, and conveys some of the general meaning.	A4 Demonstrates understanding of the texts and conveys the general meaning.	M5 Demonstrates clear understanding of the texts and unambiguously communicates some of the meaning by selecting relevant information and varied perspectives from the texts.	M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information and varied perspectives from the texts.	E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the texts which justifies conclusions.	E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the texts which fully justifies conclusions.
N0 No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of Omar Sy's path to becoming an actor.</i>	<ul style="list-style-type: none"> • Began on radio in 1995. • Accompanied Jamel Debbouze. • He got paid. • He was 17 and at lycee (high school). • A month before the bac exam he was invited to Cannes (Film) Festival. 	<ul style="list-style-type: none"> • At first being on radio was a hobby. • He was paid to come back with Debbouze. • At the end of the year he should have sat his bac exam, but ... • His accommodation (in Cannes) was paid. • He also got paid (again). • After Cannes, his life was elsewhere. 	<ul style="list-style-type: none"> • His career as an entertainer/actor began like a hobby/just for fun. • Being invited to Cannes and getting paid for it made him realise that his life could be different from what he had planned/that he could make a living from being an actor. • Although he failed his bac, it didn't matter because his life was already on a different path/his career had already taken off.
<i>(b) Possible evidence showing understanding of why his parents were worried about his career choice, including what is meant by "ils croyaient que je perdais les pédales".</i>	<ul style="list-style-type: none"> • He was quite studious. • He had plans for (future) studies. • His choice of career was illogical. • They thought he was making a hasty/ill-considered decision. 	<ul style="list-style-type: none"> • His parents thought it was a bad decision. • He had never shown any desire to be an actor/comedian. • They didn't understand his new direction. • "Ils croyaient ..." means they thought he was losing his mind/losing the plot. 	<ul style="list-style-type: none"> • Since Omar was a good student and had plans to study in the future, and because he had never shown the least desire to become an actor, his parents thought his new choice of career was completely illogical.
<i>(c) Possible evidence showing understanding of what Omar Sy thinks young people living in a disadvantaged environment need to succeed in life.</i>	<ul style="list-style-type: none"> • Mothers are most important for young people. • Everything that he is, is thanks to her. • In the suburbs there are drugs and violence/aggression/assaults. • There are people who work hard, study, and succeed. • You must believe in your dream. • Nothing is impossible. 	<ul style="list-style-type: none"> • He had a mother who never gave up (on him). • His mother's love nourished him. • Not everyone is an angel (in the suburbs). • Young people need to meet the right person who holds out a hand to them. • For Omar Sy, Debbouze, and Anelka, their mother was that person. 	<ul style="list-style-type: none"> • Even if you grow up in a rough area with drugs and violence like Omar Sy, Debbouze, and Anelka, it is possible to succeed. However, a lot of their friends didn't make it (and got caught up in drugs and violence). • What young people need is someone, such as a mother, who supports them, never gives up on them, and encourages them to succeed.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of Omar Sy's attitude towards the press.</i>	<ul style="list-style-type: none"> • He prefers to make himself discreet concerning the press. • He shares his success with producers, wife, and family. • He doesn't like answering the same questions. • And repeating the same answers. • He lives quietly in the suburbs. 	<ul style="list-style-type: none"> • He prefers not to talk to the press too often. • He has no desire to be saying the same things all the time. • He has never wanted to be the "fashionable Black". • No journalist is camped outside his place because he leads a normal life. • The press would be interested only if he led a wild life/partied all the time. 	<ul style="list-style-type: none"> • Omar Sy says he is "discrete concerning the press", which means that he doesn't seek the attention of the press and prefers to keep a low profile, so that is why he leads a quiet life in the suburbs. • He has never appreciated being considered the "go-to Black person" who is asked to comment on all issues.
<i>(b) Possible evidence showing understanding of his attitude towards politics, and how this has influenced his actions.</i>	<ul style="list-style-type: none"> • Religion and politics are personal. • He was already working on the next film. • He respects the president, but he has a job. • He expresses his politics in his artistic choice. 	<ul style="list-style-type: none"> • He believes that being publically involved with a political party is very restrictive/like being in prison. • He would have acted in the same way for any president. • Films like <i>Intouchables</i> and <i>Samba</i> affect a lot of people outside of France. • They are (human interest) films with a message of hope. 	<ul style="list-style-type: none"> • Omar Sy doesn't make his political beliefs public, but prefers to express them through the choices of films he makes, because politics, like religion, are personal choices and don't concern anybody but him. • He chooses films which have a human aspect/message of hope because they have a wider impact beyond the borders of France.
<i>(c) (i) Possible evidence showing understanding of what the film is about.</i>	<ul style="list-style-type: none"> • Describes what life is like for (African) immigrants in France. • A film about immigration. 	<ul style="list-style-type: none"> • Talks about the problems an immigrant faces in obtaining the papers needed to stay in France. • Shows how frightening and precarious (fragile) life is for immigrants who don't have the right papers. 	
<i>(ii) Possible evidence showing understanding of whether he was pleased to be part of the film.</i>	<ul style="list-style-type: none"> • It is 100% realistic/proud of 100% realism. • More and more refugees are crossing the Mediterranean. • His parents come from Senegal, Toledano's from Morocco, and Nakache's from Algeria. 	<ul style="list-style-type: none"> • Sy likes working with the directors, Toledano and Nakache, because they make films which tell the truth. 	<ul style="list-style-type: none"> • Sy is pleased to have been part of the film, for personal and global reasons. • The story is sensitively told and arises out of the experience of Sy and the directors, who are children of immigrants, so the film is truly authentic. • The film is relevant to the current situation of the many refugees trying to cross the Mediterranean, and

			depicts the problems they will face as they try to legalise their status / get the right papers to stay in France or other (European) countries.
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Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why 2015–2017 is important in Canadian history.</i>	<ul style="list-style-type: none"> • 2015 – 50th anniversary of adoption of new national flag, the maple leaf. • 2016 – centenary of votes for women. • 2017 – 150th anniversary of confederation/the union of the 10 Canadian provinces. 	<ul style="list-style-type: none"> • Over this 3 year period, 2015–2017, Canada will be celebrating 3 very significant events in its history 	
<i>(b) Possible evidence showing understanding of how the anniversary of confederation aims to involve all Canadians.</i>	<ul style="list-style-type: none"> • All will have opportunity to express their ideas. • They will be able to encourage their community to participate. • (With such a diverse country) everyone has a contribution to make. 	<ul style="list-style-type: none"> • Canadians will have the chance to participate in countless ways. 	<ul style="list-style-type: none"> • Whether they are part of an organisation, a community, a business, or as individuals, Canadians will have the widest possible choice of opportunities to ...
<i>(c) Possible evidence showing understanding of the significance of the three words.</i>	<ul style="list-style-type: none"> • Canada is a strong role model with a dynamic economy. • It has an open and multi-cultural society. • It is beautiful/has resources • Canadians can embrace the past, present, and future. 	<ul style="list-style-type: none"> • Strong, proud, and free describes Canada in 3 ways. • Strong leader in the world because it has one of the most dynamic economies. • Proud of everything which makes up its identity, including its beauty, natural resources, and innovations. 	<ul style="list-style-type: none"> • The 3 words – strong, proud, and free – characterise present-day Canada because ... (<i>see Merit</i>) • This theme will enable Canadians to take stock of their past, embrace the present, and build the future so that they understand their country, its peoples, and values better.
<i>(d) (i) Possible evidence showing understanding of the Governor General's challenge.</i> <i>(ii) Possible evidence summarising understanding of why Canadians will rise to the challenge.</i>	<ul style="list-style-type: none"> • Make Canada more understanding/ welcoming and tolerant. 	<ul style="list-style-type: none"> • He challenges Canadians to take advantage of the 150th anniversary to find their own way of building up a nation that is more understanding and welcoming. 	
	<ul style="list-style-type: none"> • He sees how generous Canadians are with their time, talents, and money. • Every year, millions of Canadians help those who need it. • Canadians are passionate and compassionate. 	<ul style="list-style-type: none"> • Since he has been in the role of Governor General, he has noticed exceptional acts of goodness. • Volunteers who give of themselves without counting the cost. 	<ul style="list-style-type: none"> • The Governor General believes he can rely on the track record that Canadians – immigrants and First Nations – have built up since well before Confederation, a record of working together and helping each other. • Since he has been in office, he has also seen present-day evidence of Canadians' desire to do good/to be helpful/compassionate/volunteer (without counting the cost).

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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 19	20 – 24