

## Assessment Schedule – 2012

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

#### Evidence Statement

*NB: It is anticipated that students answering in French will rephrase the text in their own words and not just copy from the text. They are expected to demonstrate understanding.*

Question One: La Nuit Blanche							
Shows no or limited understanding of the text.  Has isolated pieces of lexical information correct but has not understood the gist of the text.		Able to make meaning of the text.  Has basic lexical information largely correct and has understood the gist of the text. May attempt detailed explanation but not convincingly.		Selects relevant information, ideas and opinions from the text and communicates them unambiguously.  Is generally able to communicate detailed understanding of the text. May attempt inferences connections but does not justify them.		Expands on relevant information, ideas, and opinions from the text with supporting detail AND Shows understanding of the implied meanings or conclusions within the text.  Is able to draw inferences/summarise/show connections, etc and offer supporting detail from the text to justify these.	
Grade score descriptors							
<b>N1</b> Very little valid information.	<b>N2</b> Little valid information.	<b>A3</b> Basic information mostly correct.	<b>A4</b> A range of basic information correct OR errors in basic info but sections of correct detail.	<b>M5</b> Basic information correct. Has some correct detail or inferences but with errors.	<b>M6</b> Basic information correct. Detail consistently correct OR attempts made at inference but not justified by the text.	<b>E7</b> Inference made but not justified OR low-level inference OR loose explanation.	<b>E8</b> Shows connection justified by the text supported by detailed understanding.

<b>Specific evidence</b> <i>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.</i>	<b>For example</b> <i>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.</i>
<p><b>Three things that happen on Nuit Blanche:</b></p> <ul style="list-style-type: none"> <li>• Metro lines are open all night and the Metro is free.</li> <li>• All the important monuments are lit up.</li> <li>• Public buildings remain open until 6am.</li> <li>• Public can discover the works of 20 different artists in different places.</li> </ul> <p><b>1st person comments (Sophie):</b></p> <ul style="list-style-type: none"> <li>• No trains / public transport, taxis are all full, impossible to leave.</li> <li>• Too much pollution, too many people, too much money spent / wasted.</li> <li>• She will never repeat the experience.</li> </ul> <p><b>2<sup>nd</sup> person (Fadi):</b></p> <ul style="list-style-type: none"> <li>• Only one entrance open at the Louvre.</li> <li>• Technology / one projector didn't work at the Town Hall.</li> <li>• At the Opéra, too many people, impossible to get in.</li> <li>• 21st century art disappointing – 8 cubes painted blue, white and red.</li> <li>• Hopes the art will be better next year, given what it costs.</li> <li>• The artists should get on to it (<i>Au boulot, les artistes!</i>).</li> </ul> <p><b>3<sup>rd</sup> person (Philippe):</b></p> <ul style="list-style-type: none"> <li>• Lots of people went who were clearly not interested in art – they went because it was free, not because they liked the idea.</li> <li>• This festival really only caters to a minority of people.</li> <li>• As usual with these cultural festivals, the real /true Parisians are forgotten/ignored.</li> </ul> <p><i>NB: For E8 the answer should be linked back to the question – Explain WHY these people found the experience disappointing.</i></p>	<p><b>N1</b> – No trains, taxis full, impossible to leave.</p> <p><b>N2</b> – Only one entrance open at the Louvre.</p> <p><b>A3</b> – Metro lines open all night and metro is free</p> <p><b>A4</b> – Public can discover the works of 20 artists in different places.</p> <p><b>M5</b> – Hopes the art will be next year, given what it costs.</p> <p><b>M6</b> – Lots of people who went were clearly not interested in art.</p> <p><b>E7</b> – She will never go again.</p> <p><b>E8</b> – As usual with these cultural festivals, the real Parisians are forgotten.</p>

**N0** = No response; no relevant evidence.

Question Two: La Nuit Blanche							
Shows no or limited understanding of the text.  Has isolated pieces of lexical information correct but has not understood the gist of the text.		Able to make meaning of the text.  Has basic lexical information largely correct and has understood the gist of the text. May attempt detailed explanation but not convincingly.		Selects relevant information, ideas and opinions from the text and communicates them unambiguously.  Is generally able to communicate detailed understanding of the text. May attempt inferences connections but does not justify them.		Expands on relevant information, ideas, and opinions from the text with supporting detail AND Shows understanding of the implied meanings or conclusions within the text.  Is able to draw inferences/summarise/show connections, etc and offer supporting detail from the text to justify these.	
Grade score descriptors							
<b>N1</b> Very little valid information.	<b>N2</b> Little valid information.	<b>A3</b> Basic information mostly correct.	<b>A4</b> A range of basic information correct OR errors in basic info but sections of correct detail.	<b>M5</b> Basic information correct. Has some correct detail or inferences but with errors.	<b>M6</b> Basic information correct. Detail consistently correct OR attempts made at inference but not justified by the text.	<b>E7</b> Inference made but not justified OR loose explanation about Marie-Claire's experience.	<b>E8</b> Draws inference justified by the text, supported by detailed explanation of Marie-Claire's experience.

<b>Specific evidence</b> <i>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.</i>	<b>For example</b> <i>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.</i>
<p><b>Three things to improve La Nuit Blanche:</b></p> <ul style="list-style-type: none"> <li>Better transport systems /more trains / better technology.</li> <li>Improve the quality of the artwork (given what it costs).</li> <li>Better crowd management by having more entrances open.</li> <li>Try to align la Nuit Blanche more with what the majority of Parisians want.</li> </ul> <p><b>Marie Claire's experience:</b></p> <ul style="list-style-type: none"> <li>She decided to walk home because the trains were full and the traffic was incredible.</li> <li>She found herself caught up in the crowd at the (Place de la) Concorde – they were singing and dancing.</li> <li>Suddenly a man took her hand and they danced salsa together.</li> <li>She looked into his eyes and thought she saw her future in them.</li> <li>Suddenly the crowd moved and they were separated; he was pulled in one direction and she in another.</li> <li>She was afraid that she had held the love of her life in her arms and lost him.</li> <li>She didn't even have a chance to find out his name but she'll remember his face forever.</li> <li>Marie-Claire was annoyed / exasperated that there was no transport home, so she decided to walk.</li> <li>This led her to meet the man of her dreams.</li> <li>Then she felt despair / fear / she was afraid that she had met the love of her life but they were separated before they even had time to exchange details.</li> </ul> <p><i>NB: An E8 answer should show the three stages of Marie-Claire's experience.</i></p>	<p><b>N1</b> – Better transport.</p> <p><b>N2</b> – Improve the art work.</p> <p><b>A3</b> – Suddenly she was dancing the salsa with a man.</p> <p><b>A4</b> – She found herself in the middle of a crowd which was singing and dancing.</p> <p><b>M5</b> – he looked into his eyes and thought she saw her future in them.</p> <p><b>M6</b> – Suddenly there was a movement of the crowd and they were separated.</p> <p><b>E7</b> – Marie-Claire was frustrated that there was no transport, but she fell in love.</p> <p><b>E8</b> – The excitement of meeting of meeting the love of her life turned to despair when she realised she would probably not see him again.</p>

**N0** = No response; no relevant evidence.

Question Three: Les regrets			
Shows no or limited understanding of the text.  Has isolated pieces of lexical information correct but has not understood the gist of the text.	Able to make meaning of the text.  Has basic lexical information largely correct and has understood the gist of the text. May attempt detailed explanation but not convincingly.	Selects relevant information, ideas and opinions from the text and communicates them unambiguously.  Is generally able to communicate detailed understanding of the text. May attempt inferences connections but does not justify them.	Expands on relevant information, ideas, and opinions from the text with supporting detail AND Shows understanding of the implied meanings or conclusions within the text.  Is able to draw inferences/summarise/show connections, etc and offer supporting detail from the text to justify these.

Grade score descriptors							
<b>N1</b> Very little valid information.	<b>N2</b> Little valid information.	<b>A3</b> Basic information mostly correct.	<b>A4</b> A range of basic information correct OR errors in basic info but sections of correct detail.	<b>M5</b> Basic information correct AND Some detail with link to activity.	<b>M6</b> Detailed understanding of basic information AND link to activity.	<b>E7</b> Explicit link and full explanation of why the activity is appropriate for TWO people, supported by detailed understanding.	<b>E8</b> Explicit link and full explanation of why the activity is appropriate for at least THREE people, supported by detailed understanding.

<b>Specific evidence</b> <i>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.</i>	<b>For example</b> <i>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.</i>
<p><b>Paul:</b></p> <ul style="list-style-type: none"> <li>Sorry he hasn't had the courage to live as he wanted to instead of living the life expected of him.</li> <li>Has abandoned a number of his dreams.</li> <li>Bungy jump – need courage because it's an activity which takes you beyond your comfort zone, it would be unexpected for someone who had always done what was expected and it could be one of his abandoned dreams.</li> </ul> <p><b>Sylvie:</b></p> <ul style="list-style-type: none"> <li>Sorry she hasn't stayed in touch with old friends.</li> <li>Has been so focused on her own life that she forgot to stay in contact with friends.</li> <li>Sorry she hasn't devoted more time and effort to friendship.</li> <li>Now she is sick, she misses her friends.</li> <li>Tropical Island – setting aside time to holiday with friends on a tropical island would be a way to keep up with her friends and re-establish friendships.</li> </ul> <p><b>Robert:</b></p> <ul style="list-style-type: none"> <li>Sorry he hasn't laughed more.</li> <li>He hasn't chosen happiness often enough.</li> <li>Tropical island – would give him the opportunity and time to relax and have fun with friends or family on a beach.</li> <li>Be in a musical comedy – an opportunity to laugh together and singing in a group together always makes you feel happy.</li> </ul> <p><b>William:</b></p> <ul style="list-style-type: none"> <li>Sorry he has worked too hard and has missed out on his children growing up.</li> <li>He hasn't made the most of the love of his family.</li> <li>Tropical island – family holidays mean time spent with your children – taking your children to different places means you share experiences with them, a chance to catch up some of that lost time.</li> <li>Bungy jump – doing an exciting activity with your children before they grow up and want to do their own thing.</li> </ul> <p><b>Christine:</b></p> <ul style="list-style-type: none"> <li>Sorry she hasn't had the courage to express her feelings.</li> <li>She has often hidden her feelings so she didn't upset others.</li> <li>She's not proud of her life because she hasn't become what she wanted to be.</li> <li>Be in a musical – she would find the freedom to express her feelings on stage and this might spill over into her life.</li> </ul>	<p><b>N1</b> – He is sorry he hasn't laughed more.</p> <p><b>N2</b> – It was easy to see the number of dreams he had abandoned.</p> <p><b>A3</b> – She is sorry she hasn't had the courage to express her feelings.</p> <p><b>A4</b> – He missed out on his children growing up.</p> <p><b>M5</b> – He is sorry he hasn't had the courage to live as he wanted.</p> <p><b>M6</b> – She has often hidden her feelings so that others wouldn't be upset.</p> <p><b>E7</b> – If she took part in a musical she would be able to express her feelings through a character.</p> <p><b>E8</b> – Because he has lived the life that was expected of him, doing a bungy jump would probably be a very unexpected thing for him to do.</p>

**N0** = No response; no relevant evidence.

Question Four: Le vin et les parents			
Shows no or limited understanding of the text.  Has isolated pieces of lexical information correct but has not understood the gist of the text.	Able to make meaning of the text.  Has basic lexical information largely correct and has understood the gist of the text. May attempt detailed explanation but not convincingly.	Selects relevant information, ideas and opinions from the text and communicates them unambiguously.  Is generally able to communicate detailed understanding of the text. May attempt inferences connections but does not justify them.	Expands on relevant information, ideas, and opinions from the text with supporting detail AND Shows understanding of the implied meanings or conclusions within the text.  Is able to draw inferences/summarise/show connections, etc and offer supporting detail from the text to justify these.

Grade score descriptors							
<b>N1</b> Very little valid information.	<b>N2</b> Little valid information.	<b>A3</b> Basic information mostly correct.	<b>A4</b> A range of basic information correct OR errors in basic info but sections of correct detail.	<b>M5</b> Some detail with link to Mike's approach to teaching his children about alcohol OR general comments about Mike's approach AND one doctor's opinion correct.	<b>M6</b> Detailed understanding with link to Mike's approach to teaching his children about alcohol OR general comments about Mike's approach AND doctors' opinions correct.	<b>E7</b> Detailed understanding of Mike's approach AND compares / contrasts the opinions of BOTH doctors.	<b>E8</b> Detailed understanding of Mike's approach AND makes links to the opinions of BOTH doctors.

<b>Specific evidence</b> <i>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.</i>	<b>For example</b> <i>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.</i>
<p><b>Mike's approach with detail:</b></p> <ul style="list-style-type: none"> <li>• He has a liberal / relaxed approach to (educating his children about) alcohol.</li> <li>• Gave his son his first taste of wine at 10 months.</li> <li>• Since his son was 4, he has been allowed to dip his finger into his father's wine whenever he wants.</li> <li>• They think that by giving wine to their children in moderation there is less risk of their abusing it when they grow up.</li> <li>• He was allowed to drink at home with his friends so they didn't drink and drive.</li> <li>• He went a bit crazy at university but he knew his limits.</li> <li>• The research isn't clear so he intends to continue with his method.</li> <li>• He sets an example of reasonable drinking by only drinking at meals.</li> <li>• He doesn't forbid his children a taste of wine.</li> <li>• When they are teenagers he will warn them of the risks/dangers linked to alcohol and the importance of reasonable consumption.</li> <li>• He may let them have a glass of wine from time to time but not every day.</li> </ul> <p><b>Dr Vaillant's opinion</b> – Those who have grown up in a family where alcohol is forbidden have a greater risk of becoming alcoholic than those who come from families where they could drink.</p> <p><b>Professor Rosenbloom's opinion</b> – The younger a person is when they start drinking, the greater their risk of developing a dependency on alcohol.</p>	<p><b>N1</b> – He and his wife are sensible parents.</p> <p><b>N2</b> – He grew up in a family where his parents drank wine at dinner.</p> <p><b>A3</b> – He never drinks and drives, and has never done so.</p> <p><b>A4</b> – He gave his son his first taste of wine at 10 months.</p> <p><b>M5</b> – He was allowed to drink at home with his friends so his parents could prevent them from drinking and driving.</p> <p><b>M6</b> – Those who have grown up in a family where alcohol is forbidden have a greater risk of becoming an alcoholic.</p> <p><b>E7</b> – The younger a person is when they start drinking, the greater their risk of becoming an alcoholic.</p> <p><b>E8</b> – Because the opinions of the experts are unclear he intends to continue with his approach.</p>

**N0** = No response; no relevant evidence.

**Judgement statement**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 9	10 – 17	18 – 25	26 – 32