

**Assessment Schedule – 2014**

**French: Demonstrate understanding of a variety of extended spoken French texts (91543)**

**Assessment Criteria**

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

**Evidence Statement**

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

### Question One: La carrière de Wellington

Possible evidence – with indications of responses at Achievement, Merit and **Excellence** level (not limited to these examples)

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Note: Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Possible evidence that describes the Wellington Quarry.

- Part of a very vast network of underground tunnels.
- British set up on the eve of the Battle of Arras  
In the north of France
- More than 20km of galleries.
- Could hold 24.000 soldiers.
- Two main tunnels: **one under Cambrai and one nearer Arras, to which the Wellington quarry belongs**

Possible evidence that explains the strategic importance of the Wellington Quarry to the Allied forces during World War One.

- **The New Zealanders had to link the numerous chalk quarries already existing under Arras.**
- Arras was in the British zone in 1916.  
**Departure point for a big battle / military manoeuvre / military offensive**
- That happened in Spring 1917
- The British High Command needed to mass troops in large number without drawing the attention of the Germans / to stay out of sight from the enemies.
- Therefore, they decided to build a network of tunnels. **It allowed them to come out in front of the front lines without having to cross open spaces in front of the Germans.**

## Question Two: La carrière de Wellington

Possible evidence – with indications of responses at Achievement, Merit and **Excellence** level (not limited to these examples)

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Note: Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Possible evidence that explains how the quarry was modified.

- Responded to the needs of thousands of soldiers
- Kitchen, showers, toilets, hospital
- 700 wounded in hospital
- To accommodate soldiers for several days before going to the front
- **There are still traces of the soldiers in the quarry / tunnels**

Possible evidence that evaluates the success or failure of the 8 April 1917 offensive, and provides a justification either way.

Yes: First of all, it was a success with similar loss for the Germans.

No: began to have a few difficulties after a few days with the arrival of the Germans reinforcement

Heavy loss of life

100 thousand allies died only between April and May 1917

**NB: For Excellence must have the idea of a “yes” initially and “no” overall because both sides had heavy casualties**

Possible evidence that describes what the quarry has become today and its continuing significance.

- It is a memorial that has been open to the public since 2008.
- With a memorial wall and a Garden of memories above the quarry.
- Showing the soldiers strategy
- **Show the significance of how the Allies worked together**
- **The significance of Arras in the history of WWI**
- Honours memories of those who died, especially Commonwealth regiments
- Especially New Zealanders, who had a strong involvement in the battle of Arras.

**Question Three: Le Maroc et la France renforce leur système éducatif**

Possible evidence – with indications of responses at Achievement, Merit and **Excellence** level (not limited to these examples)

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Note: Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Possible evidence explaining the purpose of the meeting of the French and Moroccan Ministers of Education, and what their actions tell us about the French-Moroccan relationship

- A two day meeting in the Kingdom of Morocco to sign some agreements.
- So as to reinforce links between the two countries' education systems.
- **The relationship is a long-standing one**
- This meeting continues this long history of mutual cooperation.

Possible evidence that explains the benefits of this meeting for the future of young people in Morocco

- Development of **about 10** international pathways / courses in Moroccan high schools
- Would allow students an international education / an education open to the world
- Open the doors to multiple possibilities for university studies and their future career.
- **The biggest network of French international schools in the world**
- More than 30 colleges / junior schools and high schools
- More than 30.000 students, of which nearly half are Moroccan.

**Question Four: Le Maroc et la France renforce leur système éducatif**

Possible evidence – with indications of responses at Achievement, Merit and **Excellence** level (not limited to these examples)

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Note: Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Possible evidence that explains the role of the French language in the Moroccan education system

- French high schools already established in Morocco have attracted more and more Moroccans interested in following an international course
- **The agreement would create extra French classes in Moroccan schools, allowing students to continue their studies in French up to the BAC**
- **Consequently, being able to enter tertiary institutions in France.**
- **NB: Brought together with explanation for the consequences and implications for the future equals Excellence.**

Possible evidence that explains the Moroccan King’s concerns and evaluates how the agreements between Morocco and France may be addressing them

- Several problems including literacy – reading and writing / learning to read
- **There has been an improvement in the last 10 years**
- **But illiteracy is almost 30%**
- He emphasises the importance of the Moroccan cultural identity
- And the ability of young Moroccans to read and write Arabic correctly.
- The Arabic language and culture will be developed in France in Junior and Senior schools following the agreement.
- **Knowing your own language and culture gives you a solid base for learning more about other cultures.**
- And becoming an active citizen of today’s multicultural world.

**Cut Scores**

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 16	17 – 24	25 – 32