

**Assessment Schedule – 2015**

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

**Assessment Criteria**

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

**Evidence**

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates <b>limited</b> or <b>no understanding</b> of the text(s).</p> <p>Some information is correct. The candidate has not understood the <b>general meaning</b> (gist) of the text(s). The response is logically <b>inconsistent</b>, indicating misunderstanding.</p>		<p><i>Demonstrates understanding</i> and is able to <b>make meaning of the relevant information, ideas and/or opinions</b> from the text(s).</p> <p>Information is largely correct. The candidate has understood the general meaning of the text(s). The response is <b>consistent</b>.</p>		<p><i>Demonstrates clear understanding</i> by selecting <b>relevant information, ideas and/or opinions</b> from the text(s) and communicating them <b>unambiguously</b>.</p> <p>Information correctly includes relevant detail from the text(s). The candidate communicates implied meanings without fully understanding every nuance.</p>		<p><i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions</b> within the text(s).</p> <p>Relevant information, ideas and opinions, 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 text(s).</p>	<p><b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the text(s).</p>	<p><b>A3</b> Demonstrates <b>some understanding</b> of the text(s), and conveys <b>some</b> of the general meaning.</p>	<p><b>A4</b> <b>Demonstrates understanding</b> of the text(s) and conveys the general meaning.</p>	<p><b>M5</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates some</b> of the meaning by selecting relevant information, ideas and opinions from the text(s).</p>	<p><b>M6</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates most</b> of the meaning by selecting relevant information, ideas and opinions from the text(s).</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 text(s) 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 text(s) which fully justifies conclusions.</p>
<p><b>N0</b> No response; no relevant evidence</p>							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing goal of the Anti-Café and how it differs from other cafés.</i>	<ul style="list-style-type: none"> <li>• To create a space where you feel good, where you can exchange ideas and feel free.</li> <li>• To be original – provide an office for those without one.</li> <li>• They have interactive events there.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide a quiet, clean work environment where you can use the internet, eat and drink in a comfortable setting.</li> <li>• You have a choice of coffee, tea and snacks, but can also bring your own food.</li> <li>• You can make yourself at home using their equipment: wifi, printer-scanner, library and games.</li> </ul>	
<i>(b) Possible evidence why it is a practical idea for students.</i>	<ul style="list-style-type: none"> <li>• It is a quiet and comfortable place to study with all the things you need to study – eg wifi, printer-scanner, library.</li> <li>• You can meet your friends and family there and study together. You can reserve for groups.</li> </ul>	<ul style="list-style-type: none"> <li>• It is cheap because you only pay €4 an hour for the time you spend there and it is capped at €16.</li> <li>• You can reserve for groups (except during 1:30 – 6pm).</li> </ul>	<ul style="list-style-type: none"> <li>• It is social.</li> <li>• Uses (Facebook / online / social media) to organise (interactive) events, which appeals to students.</li> </ul>
<i>(c) Possible evidence how the experiences of the three reviewers match with the website promotion.</i>	<ul style="list-style-type: none"> <li>• Iryna agrees with the website promotion: mentions the fact that it is cheap, perfect for working, nice atmosphere, big tables and good internet connection.</li> <li>• Salim agrees: not enough places like this in Paris, warm and cosy.</li> </ul>	<ul style="list-style-type: none"> <li>• Salim felt at home / as though in own lounge.</li> </ul>	<ul style="list-style-type: none"> <li>• Julia disagrees from a POV of tranquillity: says was there last week as was a noisy group. Couldn't finish research and a girl next to her tried to steal her cellphone while exiting the café.</li> </ul>

**Possible evidence is not limited to these examples.**

<b>Question TWO</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>(a) Possible evidence showing what sort of student would be best suited to do this exchange.</i></p>	<ul style="list-style-type: none"> <li>• Someone who is adventurous, curious and independent.</li> <li>• Someone who would like to travel and make new friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Someone who is open to different cultures – because you could be placed in a family which speaks Tahitian and not just French.</li> </ul>	<ul style="list-style-type: none"> <li>• Someone who is adaptable / dedicated / focused / motivated and open to learning a new language (Tahitian words) and trying to understand the Tahitian accent (concentration / patience required to understand the ‘r’ for example).</li> </ul>
	<p><i>Or, credit can be given for conclusions being drawn that address the question:</i></p> <ul style="list-style-type: none"> <li>• Someone who is responsible and independent, ie they can take care of themselves health-wise (with supporting detail).</li> </ul>		

***Possible evidence is not limited to these examples.***

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing what 3 health risks there are in French Polynesia and how to avoid them.</i></p>	<p>Skin cancer</p> <ul style="list-style-type: none"> <li>• Wear a pareo.</li> <li>• Sun cream.</li> </ul> <p>Poisoning from a stone fish</p> <ul style="list-style-type: none"> <li>• They are well camouflaged and look just like a stone.</li> <li>• Wear plastic shoes for swimming.</li> <li>• If you get stung, it is highly dangerous and you could die if you don't get to the hospital to get an antidote quickly.</li> </ul> <p>Mosquito-borne diseases</p> <ul style="list-style-type: none"> <li>• Can cause headaches, vomiting and aching limbs.</li> <li>• Must apply insect repellent (early) in the morning and in the early afternoon.</li> <li>• Wear clothes that cover your arms and legs.</li> </ul>	<ul style="list-style-type: none"> <li>• Due to the hot sun (temperatures can get up to over 30).</li> </ul>	
<p><i>(b) Possible evidence for drawing some conclusions about Sandra.</i></p>	<ul style="list-style-type: none"> <li>• Sandra is adventurous.</li> </ul>	<ul style="list-style-type: none"> <li>• Sandra is someone who likes the outdoors.</li> <li>• She talks about the gardens and the tropical plants with their vibrant colours / visiting pineapple and vanilla plantations.</li> <li>• She talks about visiting Mooréa and the Lagoonarium to see the under-sea life.</li> </ul>	<ul style="list-style-type: none"> <li>• Sandra is someone who likes nature / flora and fauna.</li> </ul>

***Possible evidence is not limited to these examples.***

Question FOUR	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing happiness of Stromae's childhood.</i></p>	<p>Positive</p> <ul style="list-style-type: none"> <li>• A mum who coped on her own.</li> <li>• Lived in a nice little house with garden in Brussels.</li> <li>• Grew up in the garden.</li> <li>• Says was lucky.</li> <li>• Had a good relationship with his mother.</li> <li>• Got to travel a lot with his mother – adores travelling.</li> </ul> <p>Negative</p> <ul style="list-style-type: none"> <li>• Lived in a modest home (not so well off).</li> <li>• Didn't see his father often, just has a few memories and pictures of him.</li> <li>• He found out his father had died when he was 11 or 12.</li> </ul>	<ul style="list-style-type: none"> <li>• A part of Brussels which wasn't dangerous.</li> <li>• Travel opened his horizons.</li>   <li>• Most of his family members in Rwanda died.</li> </ul>	<p><i>For Excellence in this question, students need to identify that there were both happy and sad aspects of Stromae's childhood.</i></p> <ul style="list-style-type: none"> <li>• When he was about 11 or 12, he could no longer bear his father's absence so asked his mother if his father was dead.</li> </ul>
<p><i>(b) Possible evidence of his hands-on approach to his career.</i></p>	<ul style="list-style-type: none"> <li>• He says he controls everything (clothes, photos, music).</li> <li>• Helps him to avoid stress.</li> <li>• He controls his songs by making them easy / not too complicated.</li> <li>• Writes for himself first, then those close to him, then the public who he cannot control.</li> </ul>	<ul style="list-style-type: none"> <li>• He is scared of making a mistake, of not pleasing (others), of not being the image people have of him.</li> </ul>	
<p><i>(c) Possible evidence of what songwriting has taught him about sadness.</i></p>	<ul style="list-style-type: none"> <li>• Everyone knows difficulties.</li> <li>• None of us are perfect.</li> </ul>	<ul style="list-style-type: none"> <li>• It is part of all of us.</li> <li>• It makes us beautiful.</li> <li>• Should not be hidden.</li> <li>• Hard to accept but reality is not as black and white as one might imagine.</li> </ul>	

**Possible evidence is not limited to these examples.**

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 10	11 – 17	18 – 24	25 – 32