

Assessment Schedule – 2016

French: Demonstrate understanding of a variety of spoken French texts on familiar matters (91118)

Assessment Criteria

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

Evidence

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of Amira’s life before the conflict.</i>	<ul style="list-style-type: none"> • Amira and sisters went to school. • Mother didn’t work, but looked after the children. 		
<i>(b) Possible evidence showing understanding of how Amira’s life changed after the conflict.</i>	<ul style="list-style-type: none"> • Bombings several times per week. • Didn’t go to school. 	<ul style="list-style-type: none"> • Could no longer go to school. • Dad was scared for life of his family <i>OR</i> Dad wanted to protect family / keep them safe. • Missing Syria <i>(if not stated elsewhere)</i>. • Knew a Frenchman who helped them leave. 	<ul style="list-style-type: none"> • Neighbour’s house was bombed, and friend was killed.
<i>(c) Possible evidence showing understanding of problems Amira’s parents have encountered.</i>	<ul style="list-style-type: none"> • Dad cannot find work. 		<ul style="list-style-type: none"> • Difficult to find a job if you do not speak the same language. • Mum misses her old life, with friends and more money.
<i>(d) Possible evidence showing understanding of life today and plans for the future.</i>	<ul style="list-style-type: none"> • Security / tranquillity. • Has made friends. • Has learnt French. • Plans to study at university. 	<ul style="list-style-type: none"> • Speaks French better than her parents do. • No longer scared. 	<ul style="list-style-type: none"> • Wants to return to Syria to see her family, who unfortunately have not been able to leave.

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 of signs Justin Trudeau might one day be Prime Minister.</i>	<ul style="list-style-type: none"> • Born into a political family <i>OR</i> his father was also Prime Minister. 	<ul style="list-style-type: none"> • Nixon proposed a toast to him /gave a speech at a formal dinner in 1972. 	
<i>(b) Possible evidence showing understanding of his life before.</i>	<ul style="list-style-type: none"> • Grew up in famous family. • Studied education. • Married best friend. • Fell in love at university. • Has 3 children <i>OR</i> has 2 boys and a girl. 	<ul style="list-style-type: none"> • Travelled world with friends before becoming/and then became maths and French teacher in high school • Always dreamed of being a dad. 	
<i>(c) Possible evidence showing understanding of his goals.</i>	<ul style="list-style-type: none"> • Tattoo of planet Earth on shoulder. • Protect environment. • Equality. 		<ul style="list-style-type: none"> • Equality – equal number of men and women will work with him. • Protection of environment, which will please most Canadians.
<i>(d) Possible evidence showing understanding of his strong points.</i>	<ul style="list-style-type: none"> • Handsome image. 	<ul style="list-style-type: none"> • Warm. • Welcoming. • Speaks with emotion. • Speaks French fluently/well. 	<ul style="list-style-type: none"> • Speaking French is important to (re)unite the country. • Canada is proud of its French history.

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 THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the benefits of the system.</i>	<ul style="list-style-type: none"> • Drivers do not have to travel alone. • You can share food/music/stories. • You can make new friends. • Can be done last minute. 	<ul style="list-style-type: none"> • It is cheaper for everyone, because the driver and passengers share the costs of the road tolls and petrol. • It is more pleasant socially because it brings together a variety of people who can share their interests, food, and stories. 	<ul style="list-style-type: none"> • It is better for the environment, as there is just one car for several people. • It allows passengers the freedom to do as they prefer – relax completely and be driven, or socialise and make new contacts.
<i>(b) Possible evidence showing understanding of how the system works.</i>	<ul style="list-style-type: none"> • Drivers advertise on BlaBlaCar’s website. 	<ul style="list-style-type: none"> • Travellers look on the website to find out if someone is going to the same destination they wish to go to. 	<ul style="list-style-type: none"> • BlaBlaCar helps drivers set a fair price. • Passengers find drivers, find out about the car, and reserve their seats.
<i>(c) Possible evidence showing understanding of the purpose of the advertisement.</i>	<ul style="list-style-type: none"> • To inform/explain/persuade people about a new means of transport – car sharing. 		

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.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 13	14 – 18	19 – 24