

Assessment Schedule – 2016

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</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 texts.</p> <p>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.</p>		<p><i>Demonstrates understanding</i> and makes meaning of the relevant information, ideas, and opinions from the texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is consistent.</p>		<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously.</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</i> of the implied meanings or conclusions within the 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 texts.</p>	
<p>N1 Shows very little understanding and does not convey the general meaning of the texts.</p>	<p>N2 Shows little understanding and does not convey the general meaning of the texts.</p>	<p>A3 Demonstrates some understanding of the texts, and conveys some of the general meaning.</p>	<p>A4 Demonstrates understanding of the 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 texts.</p>	<p>M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and opinions from the texts.</p>	<p>E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the texts which justifies conclusions.</p>	<p>E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the 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 why colouring books are a useful tool.</i>	<ul style="list-style-type: none"> • To combat stress. 	<ul style="list-style-type: none"> • When you have had enough of/are sick of exams. • To combat fatigue and having too much to do. 	<ul style="list-style-type: none"> • Return to childhood, when everything was easy and full of colour.
<i>(b) Possible evidence showing understanding of their popularity in France.</i>	<ul style="list-style-type: none"> • Sold everywhere. • For everyone. 	<ul style="list-style-type: none"> • No longer just for kids at the doctors or on trains – it’s for everyone. • Sold online and in stores. 	<ul style="list-style-type: none"> • 5 colouring books are among the top 15 (bestsellers) since the start of the year.
<i>(c) Possible evidence explaining why colouring may help students.</i>	<p>Jérôme:</p> <ul style="list-style-type: none"> • Being creative. • Concentrating on the design/art, choosing colours. <p>Céline:</p> <ul style="list-style-type: none"> • It’s a form of meditation. • Truly allows you to relax. • Breathing is calmer. 	<p>Jérôme:</p> <ul style="list-style-type: none"> • Response to a need for escape. • Especially if you feel as though you are incapable. • Let your thoughts come and go. • Allows you to be in the here and now. <p>Céline:</p> <ul style="list-style-type: none"> • Think of nothing else. • Head disconnects from worry and noise. 	<p>Jérôme:</p> <ul style="list-style-type: none"> • Hand moving over the paper – physical. • An act which doesn’t have an end. <p>Céline:</p> <ul style="list-style-type: none"> • Something for yourself. • For pleasure above all else.

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
<p>(a) (i) Possible evidence showing understanding of why learning a language is useful (diagram).</p> <p>(ii) Possible evidence showing understanding of techniques for learning languages (diagram).</p>	<ul style="list-style-type: none"> • Travelling. • Enriching due to culture. • English is used for everything – posters, instructions. • English – second most spoken language in world after Mandarin. • Mandarin will be used a lot in the future. • Watch foreign films. • Talk/connect with people from other countries. • Study abroad. • Learning one language helps you learn another. <ul style="list-style-type: none"> • Studying a language similar to your own. • Going to a country where it is spoken – total immersion/do an exchange. • Work more on the oral than on the written/speak to other people. • Watch films. 		
<p>(b) Possible evidence of ONE reason why students find foreign languages useful.</p>		<ul style="list-style-type: none"> • Business/economy: Learning Mandarin will be useful in future because everything seems to be ‘made in China’ and Franc thinks Chinese will be used a lot. It is the most spoken language in the world, ahead of English. <i>(Franc, Miss M Chocolat)</i> • Culture: It is enriching, since by learning the language you are also learning about the culture. <i>(Miss M Chocolat, Franc, Adèle)</i> • Globalisation: In today’s world of globalisation, people will need to work 	

		<p>with others of different languages. (<i>Miss M Chocolat, Franc, Adèle</i>)</p> <ul style="list-style-type: none"> • English is used everywhere, and if you want to be able to read signage, posters, instruction booklets etc, you need to have a working knowledge of English. (<i>Franc, Esther, Julie, Adèle</i>) • Travel overseas: Study, homestay, meet people from different cultures. (<i>Esther, Adèle</i>) 	
<i>(c) Possible evidence for who is the most passionate about his or her ideas</i>			
<i>Adèle</i>			<ul style="list-style-type: none"> • She is passionate about the need for immersion, as she uses adjectives like 'vraiment', and capitals – 'VIVRE' to emphasise her point, as well as exclamation marks. • She is going to spend a year in England next year with a host family, so is personally living out her point of view. • Language examples: Il faut/vraiment /future tense/meilleur.
<i>Julie</i>			<ul style="list-style-type: none"> • Uses humour and capitals to make a strong point that the oral is much more important than the written. • She also shows personal commitment to her idea and makes links to real life. • Language examples: Personnellement/je suis sûre/il faut/surtout/regardez !
<p><i>Other students may be used as examples, but there needs to be both a summary of their ideas and an analysis of how they use language to express passion.</i></p>			

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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 reasons for the proposed menu change.</i>	<ul style="list-style-type: none"> To stop political and religious arguments. Can't eat pork (ham, pâté etc). 	<ul style="list-style-type: none"> There are thousands of Muslims and Jews who can't eat pork (ham, pâté etc). They have had substitute meals for years. Unique menu is sometimes seen as an anti-Muslim principle. 	<ul style="list-style-type: none"> Those responsible think all students should have the same menu whether it contains pork or not.
<i>(b) Possible evidence showing understanding of how including pork on the menu is problematic.</i>	<ul style="list-style-type: none"> Jews aren't allowed to eat it. Christians have times when they aren't meant to eat meat. Muslims can't eat pork. 	<ul style="list-style-type: none"> Jews can't eat pork and certain fish. Christians aren't meant to eat meat on Friday, nor during Lent. Muslims have to eat meat killed according to a special religious ceremony. Muslims can't eat from sunrise to sunset during Ramadan. 	
<i>(c) Possible evidence showing understanding of how the proposed law could offer a compromise.</i>	<ul style="list-style-type: none"> It obliges schools to offer a vegetarian option and thus give choice. It is better than chocolate bars, pizza, chips, and hamburgers. 	<ul style="list-style-type: none"> Those from religious families, who are not allowed to eat pork, would have an alternative. For many it is the only balanced meal of the day. 	<ul style="list-style-type: none"> Those responsible for school cafeterias, who refuse to offer several menus, would have to provide a vegetarian option. It is important that the new menu provides a healthy alternative to fast food options.

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