

**Assessment Schedule – 2017**

**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 involves making meaning of the relevant information, ideas, and opinions in the texts.</i>	<i>Demonstrating <b>clear</b> understanding involves selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously.</i>	<i>Demonstrating <b>thorough</b> understanding involves expanding on relevant information, ideas, and 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 spoken texts.</p> <p>Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the spoken texts. The response is logically <b>inconsistent</b>, indicating misunderstanding.</p>		<p><i>Demonstrates understanding and makes meaning of the relevant information, ideas, and opinions from the spoken texts.</i></p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is <b>consistent</b>.</p>		<p><i>Demonstrates clear understanding by selecting relevant information, ideas, and opinions from the spoken texts and communicating them unambiguously.</i></p> <p>Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.</p>		<p><i>Demonstrates thorough understanding of the implied meanings or conclusions within the spoken texts.</i></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><b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the spoken texts.</p>	<p><b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the spoken texts.</p>	<p><b>A3</b> Demonstrates <b>some understanding</b> of the spoken texts, and conveys <b>some</b> of the general meaning.</p>	<p><b>A4</b> <b>Demonstrates understanding</b> of the spoken texts 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 spoken texts.</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 spoken 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 spoken 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 spoken texts 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 understanding that Marc is doing too much homework.</i>	<ul style="list-style-type: none"> <li>• After school goes home, has dinner, and does homework.</li> <li>• Does homework till 11 p.m.</li> </ul>	<ul style="list-style-type: none"> <li>• Has only Friday night free.</li> <li>• Six hours of homework on Saturday and another two on Sunday.</li> <li>• Spends his holidays studying for next exams.</li> </ul>	<ul style="list-style-type: none"> <li>• Sees friends only rarely, even in holidays, as studying for next set of exams.</li> <li>• Studies too much and ends up not doing his best.</li> </ul>
<i>(b) Possible evidence showing understanding of why Marc thinks teachers talking to each other more would help.</i>	<ul style="list-style-type: none"> <li>• Talk more amongst themselves about all student work.</li> </ul>		<ul style="list-style-type: none"> <li>• For example, if there is a lot of work on in French, the Maths teacher could give more time to complete homework, and then the same could be done in reverse when the pressure is building for Maths.</li> </ul>
<i>(c) Possible evidence showing understanding of experts' discussion of homework.</i>	<ul style="list-style-type: none"> <li>• Shorter is better.</li> </ul>	<ul style="list-style-type: none"> <li>• Better to revise than do new activities.</li> </ul>	
<i>(d) Possible evidence showing understanding of Marc's hopes regarding his teachers.</i>		<ul style="list-style-type: none"> <li>• Students have a life outside school.</li> </ul>	<ul style="list-style-type: none"> <li>• That teachers give useful homework rather than just homework to keep students busy.</li> <li>• That teachers realise students have the right to a life outside school.</li> </ul>

**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 showing understanding of how Elodie’s English improved.</i>	<ul style="list-style-type: none"> <li>• Learnt English at school.</li> <li>• Too timid to speak it.</li> </ul>	<ul style="list-style-type: none"> <li>• Used (a lot of) gestures /talked with hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Remembers well the day she could speak English as though she had all her life – she dreamt in English, and it became her speaking and thinking language over there.</li> </ul>
<i>(b) Possible evidence showing understanding of what qualities parents look for in an au pair.</i>	<ul style="list-style-type: none"> <li>• Independence.</li> <li>• Like looking after children.</li> <li>• Not scared to leave Mum and Dad behind.</li> </ul>	<ul style="list-style-type: none"> <li>• Someone (who realises) that they will be alone overseas.</li> </ul>	
<i>(c) Possible evidence showing understanding of what Elodie found most difficult.</i>	<ul style="list-style-type: none"> <li>• To express herself and ask difficult questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can she watch TV while parents are talking in lounge?</li> <li>• Can she ask to go with them when they leave for the weekend?</li> <li>• You must just talk.</li> </ul>	
<i>(d) Possible evidence showing understanding of how her year away has helped in her current life.</i>	<ul style="list-style-type: none"> <li>• Best year of her life.</li> <li>• Took risks.</li> <li>• Became / discovered herself.</li> </ul>	<ul style="list-style-type: none"> <li>• When she returned she knew what she wanted.</li> </ul>	<ul style="list-style-type: none"> <li>• Thanks to her travels she now has the confidence to <b>dare to</b> do the job she is doing today.</li> <li>• Had to meet lots of people (<i>inference – that she had to learn to get along with people / that this was something she had to learn how to do</i>).</li> </ul>

**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 theories of the baguette's shape.</i>	<ul style="list-style-type: none"> <li>Napoleon's bakers created it.</li> </ul>	<ul style="list-style-type: none"> <li>Napoleon's bakers created it as an easily transportable bread for soldiers.</li> </ul>	<ul style="list-style-type: none"> <li>To do with the Paris Metro – the workers were seeking bread that was easy to eat and that did not need cutting.</li> </ul>
<i>(b) Possible evidence showing understanding of the competition.</i>	<ul style="list-style-type: none"> <li>Competition in May in Paris each year.</li> <li>Among bakers.</li> </ul>	<ul style="list-style-type: none"> <li>Each year in May, bakers compete to make a baguette that will be judged by a group of professionals, journalists, and Parisians.</li> <li>4 000 euros prize for winner.</li> </ul>	<ul style="list-style-type: none"> <li>Winner will be presidential baker for one year.</li> </ul>
<i>(c) Possible evidence showing understanding of baguette statistics.</i>	<ul style="list-style-type: none"> <li>54 %</li> <li>68 %</li> <li>85 %</li> </ul>	<ul style="list-style-type: none"> <li>250–300 g</li> <li>55–65 cm</li> </ul>	
<i>(d) Possible evidence showing understanding of the differences between the two types of baguette.</i>	<ul style="list-style-type: none"> <li>Ordinary is cheaper.</li> </ul>	<ul style="list-style-type: none"> <li>Traditional has only <b>four</b> natural ingredients.</li> <li>Ordinary can have several artificial ingredients.</li> <li>75 % of French people buy the ordinary.</li> </ul>	<ul style="list-style-type: none"> <li>The challenge comes from having to decide whether to buy a cheaper loaf (as 75 % do) or to buy a better quality, more natural bread, that costs more.</li> </ul>

***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 – 7	8 – 13	14 – 18	19 – 24