

Assessment Schedule – 2019**French: Demonstrate understanding of a variety of spoken French texts on familiar matters (91118)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and /or opinions in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and /or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and /or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions.

N0 = No response; no relevant evidence.

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

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

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of Julie's previous sailing experience.</i>	<ul style="list-style-type: none"> • She has had lots of experience. 	<ul style="list-style-type: none"> • It is not her first time. She is experienced. • Last summer, she went on a five-week sailing trip on the Mediterranean Sea with her family. 	
<i>(b) Possible evidence showing understanding of what Julie enjoys about sailing.</i>	<ul style="list-style-type: none"> • She finds sailing fun. • She loves the freedom of the ocean. 	<ul style="list-style-type: none"> • She loves the feeling of freedom and adventure out on the ocean. 	<ul style="list-style-type: none"> • She is not bothered by bad weather. She thinks it's fun.
<i>(c) Possible evidence showing understanding of what Julie is worried about and how she manages this worry.</i>	<ul style="list-style-type: none"> • She's a bit scared of being sick. 	<ul style="list-style-type: none"> • She's worried about being sick at sea. • She is less sick on boats than in cars. • Her mother always says not to imagine she is going to be sick. That is a way to manage the worry. 	<ul style="list-style-type: none"> • She is a little bit scared about being seasick, particularly at the beginning. • However, she is reassured by the thought that she gets less sick in a boat than in a car. • To manage this worry, she will take her mother's advice that the trick is not to anticipate she is going to be sick. • As a consequence, she is not too worried.
<i>(d) Possible evidence showing understanding of how much Julie's daily routine and lifestyle will change during her year at sea.</i>	<ul style="list-style-type: none"> • She still has to study four hours a day. • In the afternoons, she is going to help with the work on the boat • Their boat has everything needed for cooking and sleeping. • She is able to use her computer and read. 	<ul style="list-style-type: none"> • She will still have to study, which is the same off the boat, but only four hours a day and only in the morning, which is different. • The lifestyle will not really be too simplified, as their boat has everything needed for cooking, sleeping, and relaxing. • She has to live without many things. • The main thing is that she will be able to use her computer and read comics. 	<ul style="list-style-type: none"> • On the one hand, her daily routine and lifestyle will change a lot, because she will be studying only in the mornings and helping with the work on the boat in the afternoons. This will be very different to going to standard classes in a school all day. • When they arrive in the Caribbean, they will be able to discover the islands and swim. • She just thinks she will simply have to learn to live / get used to living without heaps of stuff.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how Julie and Maëlle's relationship has been affected by the trip.</i>	<ul style="list-style-type: none"> • Julie had a fight / an argument with Maëlle. • It's difficult because Julie must share her room with her sister. • Last night, Julie got annoyed and Maëlle cried. 	<ul style="list-style-type: none"> • Usually, the two sisters get along very well, but now that they have to share a small bedroom on the boat, it has become difficult for Julie. • Maëlle is very sensitive, so when last night Julie got annoyed she started crying. • The quarrel wasn't very serious. 	<ul style="list-style-type: none"> • Although they usually get along well, having to share a small room on the boat with her little sister has become difficult for Julie. We can assume that in France they probably each had their own room – the mother says Julie is “not used to it” – and having to share everything on the boat may create conflicts. • We know that because Maëlle is said to be very sensitive, so when last night Julie got annoyed at her for borrowing her things without asking, she started crying. • Life on a boat is not always a holiday – some disadvantages. • The mother says everything is better for the moment, so the girls may be starting to adjust to their new bedroom arrangement and the relationship may improve.
<i>(b) Possible evidence showing understanding of whether Julie and Maëlle will be pleased to return to France.</i>	<ul style="list-style-type: none"> • Yes, because Julie misses meeting up with her friends and going shopping. • Yes, because Maëlle misses the dog. • No, because they do a lot of activities such as fishing and taking photos. 	<ul style="list-style-type: none"> • Yes, because Julie really wants to see her friends again and go shopping with them. • Yes, because Maëlle misses the dog a lot, since every morning she used to walk him in the park next to their house. • No, they get up early every day and like spending their time fishing, taking photos, and drawing. • No, they are enjoying their trip. 	<ul style="list-style-type: none"> • Yes, because Julie told her mother that she really wants to get back to her friends and go shopping with them. • Yes, because Maëlle misses her dog, which she used to enjoy walking every morning in the park next to their house. She might miss this exercise. • No, because they do seem to be doing a lot of fun things that they will not get to do often in their everyday life in France. They know they are lucky and are taking full advantage of the opportunity to take part in such a trip. • No, because Maëlle gets / pulls Julie out of bed every morning at 7am, showing her enthusiasm, and after finishing their school work, they spend their day fishing, taking photos, and drawing. This indicates she is enjoying herself and wants to spend time with her sister.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of:</i></p> <p><i>(i) the way the study is different when you are enrolled with a correspondence school.</i></p> <p><i>(ii) why Julie finds this beneficial.</i></p>	<ul style="list-style-type: none"> • Very different. • Julie studies four hours each morning. • Students can learn at their own pace and take more time with difficult subjects. 	<ul style="list-style-type: none"> • Comparison: Julie studies only four hours a day in the morning while on the boat, as opposed to studying between 8am to 5pm in a traditional high school – nine hours a day. • She learnt a lot in only four hours, as she didn't have the distractions of the normal classroom. • Julie could take her time and revise subjects she found difficult, or avoid with things she found easy. 	<ul style="list-style-type: none"> • Even though four hours might not seem a lot, she felt she learnt as much in that time as she did in a week of regular classes at school. • This was because she didn't have the distractions of the normal classroom that make her waste time. • She liked the fact she could study at her own pace, as she was able to individualise her learning - She could take her time and revise the subjects she found difficult, or go faster and skip over the things she found easy.
<p><i>(b) Possible evidence showing understanding of how Julie liked the way grades and assignments were managed by the correspondence school.</i></p>	<ul style="list-style-type: none"> • Julie said her work was marked well with lots of details. • Teachers took the time to explain errors. 	<ul style="list-style-type: none"> • She also said it was nice that her work was marked well with lots of details; it wasn't just a grade without explanation. • And teachers took the time to explain errors and encourage the students. • She had the impression she had a personal relationship with each teacher. 	<ul style="list-style-type: none"> • Julie said that it was good she could see online when her work had been marked, the grade that she had received, and the average mark for the class. • In this way, she didn't feel lost, because she could see how she was getting on / managing / coping in comparison to others. • The correspondence school was trying to really support students.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24