

Assessment Schedule – 2020**French: Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters (91121)****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.

Cut Scores

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

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
<p><i>(a) Possible evidence indicating understanding of why the Cuzins have chosen home-schooling.</i></p>	<ul style="list-style-type: none"> • Home-schooling permits each child to follow their interests and to learn. • In the morning, the children have some lessons, then they play music – flute for Clara and trumpet for Nathanaël. • In the afternoon, they meet friends, and go to computing and art workshops. • Clara says that she can choose the chapters from her books. • Nathanaël says he will never go to school. He has things to do each day: music and sport. 	<ul style="list-style-type: none"> • Home-schooling has the advantage of allowing each child to follow his or her interests and to learn at his or her own pace. Mathilde thinks you only learn when you are enthusiastic. • The children have lessons in the morning, then they play music. In the afternoon, they meet other home-schooled friends, and go to computing and art workshops. At night, they have drama club. • Clara says she is freer than her friends who go to school, and she only chooses the chapters in her books that she likes. 	<ul style="list-style-type: none"> • In France, it is not school that is compulsory up to the age of 16, but instruction. • The children have greater freedom than their peers and spend less time on formal lessons. Home-schooling allows their education to be tailored to their interests and for them to learn at their own pace, which presumably means they will be more engaged in their studies. • The children seem to enjoy it. Nathanaël says he will never go to school as he has too many things to do each day, including music, sport and reading.

<p><i>(b) Possible evidence indicating understanding of the downsides of home-schooling, according to the text.</i></p>	<ul style="list-style-type: none"> • One parent must be with the children constantly. The Cuzins cannot go on holiday every year. • The parent-teacher must know how to organise their time and plan the lessons and other activities. • There are never any real pauses. It is difficult combining social, family, and professional life. 	<ul style="list-style-type: none"> • One parent must always be with the children. Therefore, there will only be one salary. The Cuzins cannot go on holiday abroad every year, so this means they must have less money. • There are never any real breaks because the parent is always working. Sometimes it is difficult to manage social, family, and professional life. Mathilde says she sometimes dreams of having a bit more time to herself. • Clara might be considering going to school one day, mainly because her friends want her to. 	<ul style="list-style-type: none"> • Home-schooling requires a large time commitment from at least one of the parents, as someone must be constantly present with the children. Therefore, they will have less money, because there will be only one salary. For the Cuzins, this means they can no longer afford to go on holidays abroad each year. • Home-schooling also means parents have very few breaks, as they are always in teaching mode. It is, therefore, difficult to manage the demands of their educational, social, familial, and professional lives. • Mathilde (the mother of the family) admits she sometimes dreams of having more time to herself, indicating she might find it sometimes demanding / stressful. • Home-schooling might not provide access to the same level of socialisation that school does. Clara appears to be considering going to school one day, mainly because her friends want her to, and the text says school has been found to be the best way of making lifelong friends.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence indicating understanding of the skills and qualities that made Tupaia such an important individual.</i></p>	<ul style="list-style-type: none"> • Tupaia was intelligent, which impressed Captain Cook, who asked him to sail on the Endeavour when he left for New Zealand. • He helped Captain Cook to navigate the Polynesian islands. • He helped European explorers to approach the Māori people by speaking a language they understood. Local Māori could also relate to him, as they shared origins. • His artwork also provides some references to New Zealand inhabitants at that time. 	<ul style="list-style-type: none"> • Tupaia’s navigation skills enabled Captain Cook to reach New Zealand and to make a map of the islands of the Pacific (including New Zealand). • His language skills pacified relationships between the European explorers and Māori. • He made a good impression with Māori. When they performed a haka, he spoke and they could understand him. They respected him, because he was Polynesian, too. • His art shows interactions with New Zealand inhabitants. 	<ul style="list-style-type: none"> • The course of New Zealand history might have been quite different without Tuapia’s special skills and qualities. • Without Tupaia’s key navigation skills, Captain Cook might never have reached New Zealand. • His intelligence impressed Captain Cook, who asked Tuapaia to accompany him to New Zealand. • The Tahitian navigator knew where the islands between Hawaii, Easter Island and New Zealand lay, because of his close observation of nature, even though he had never left Tahiti previously. • Tupaia’s linguistic skills made him important, as they meant Cook’s crew could advance onto New Zealand land. During their first encounter with local Māori, he spoke and they could understand him (as his native language was similar to their own). This made a good initial impression. The Māori respected the Tahitian because they shared Polynesian ethnicity and cultural understanding. • Tupaia’s artistic ability and literacy skills also allowed modern historians to discover more about the first Europeans in New Zealand, including their interactions with New Zealand inhabitants.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence indicating understanding of why this area has become so popular.</i></p>	<ul style="list-style-type: none"> • The park was popular 20 years ago, but it is even more popular now. It is accessible from Vancouver (it is only 2½ hours from there). • Last year was the most popular in its history. • It has become more popular because of Instagram. 	<ul style="list-style-type: none"> • The Joffre Lakes were popular 20 years ago, but are now unbelievably popular and only 2½ hours' travel from Vancouver. • Last year was the most popular in its history, with 183 000 visits and sometimes 2300 people per day. • The lakes have become more accessible. • The park has become more popular because of social media (Instagram). 	<ul style="list-style-type: none"> • Visitor numbers have risen and the track has become more popular, as the track has been made more accessible. • Some people have discovered it on Instagram. It is portrayed as a very attractive place on the internet. It attracts more and more people. • There is also an "instalog" there, which is a log submerged in the lake that has become very famous, as people take photos of themselves on it.
<p><i>(b) Possible evidence indicating understanding of whether the park keeper finds the park's popularity positive or negative.</i></p>	<ul style="list-style-type: none"> • The park keeper thinks it is negative, as there are more and more tourists who come with the wrong attitude. • For example, some come with coffee, play music on their phones, wearing white shoes and looking for Starbucks. • Popularity has ruined the park, as many visitors don't care for nature but more for Instagram, and the park ranger is sad he cannot change that. 	<ul style="list-style-type: none"> • The park keeper thinks the huge increase in the area's popularity is a problem and that the crowds have changed the peaceful atmosphere of the park. • Social media attracts large numbers to the lakes, but there is a lack of education about how to protect the park. All people want is the maximum 'likes' on Instagram. 	<ul style="list-style-type: none"> • The park keeper finds the popularity of the park a negative thing. Although he always dreamt of being a park ranger, he thought that would mean being alone in the forest, protecting nature, feeling the sun on his face and drinking fresh water, but with so many tourists, his job is no longer like that. • There is a disconnect between nature and the visitors. It is attracting visitors, but they are visitors who do not respect nature. • Some visitors disturb the peace by playing music on their phones. They are ill-prepared for a wilderness area, wearing unsuitable footwear and looking for a cafe. The ranger is sad that the tourists care more about 'likes' on Instagram than nature. • He seems to be overwhelmed by the visitors and powerless to save the park.

<p><i>(c) Possible evidence indicating understanding of why Anne-Sophie took part in the Installog experience.</i></p>	<ul style="list-style-type: none"> • She wanted to do it, because “if you don’t do it, you just haven’t come here”. • Installog is a tree that has fallen into the lake. 	<ul style="list-style-type: none"> • Installog is a tree that has fallen into the lake, and it is one of the main attractions of the park. • The blogger wanted to visit it, as she wanted to follow the crowds who wanted to look good. • She did it, as her Canadian friend reminded her “if you don’t do it, you simply have not come here”. 	<ul style="list-style-type: none"> • Anne-Sophie took part in it because of peer pressure from social media to look good. • She had observed other tourists taking off their clothes and wanting to look “hot” in photos with the Installog, despite it being cold. • Despite others mocking them, she had a photo taken posing with the Installog, because, as her Canadian friend reminded her, “if you don’t do it, you simply have not come here”.
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