

Assessment Schedule – 2020**French: Demonstrate understanding of a variety of extended spoken French texts (91543)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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 – 6	7 – 12	13 – 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 explaining why Musadir's story is extraordinary.</i></p>	<ul style="list-style-type: none"> • Musadir was very young when he fled his country. • He became a successful runner and joined a club. 	<ul style="list-style-type: none"> • He arrived in France after a terrifying journey and was only 15 years old. • Despite having no running experience, he was able to become successful and his potential was recognised by his trainer. 	<ul style="list-style-type: none"> • Within three years, he had made a success of his life in France. • His success is extraordinary, too, as he had no idea he was a talented athlete; he began running just to fill his days as a new refugee. • He was only 15 when he fled his country, but still managed to reach France and make a success of his life there.
<p><i>(b) Possible evidence showing understanding of the advice Musadir would give his friends, and why.</i></p>	<ul style="list-style-type: none"> • Family is important and it's more natural to stay with family. That's what life is about. 	<ul style="list-style-type: none"> • It was difficult for him at first, but he has an incredible desire to succeed and is strong mentally. • He succeeded because of his personality and commitment and has made a success of his life. • He had to relearn everything and take French classes. 	<ul style="list-style-type: none"> • Although he has managed to make a success of his life, it was not easy. He has been very focused and determined; for example, never missing a French class. • He may not be able to stay after his 10-year visa expires, so the future is not certain. • Not everyone would be successful like him. He is persistent and hard-working, and so he doesn't recommend others follow his path. • He thinks he has been lucky, as he had lots of help in the beginning and would not have succeeded without it.

Question Two	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of whether Agathe is pleased about the changes this year.</i></p>	<ul style="list-style-type: none"> • Agathe’s parents helped her choose her subjects. • They recommended she do English. • Maths is no longer compulsory. • Agathe feels good about the changes. • She now has to work hard all year. • Maths is harder. • It is up to students to know what is best for them. • Agathe finishes every day at 6 p.m. and has lots of homework. • She goes to bed late. • She is tired the next day. • She has two hours of specialty subjects every afternoon • She has to concentrate. 	<ul style="list-style-type: none"> • Agathe likes students can choose subjects that suit them. She is not wasting her time on subjects that don’t interest her. • Her parents helped her in her subject choices, especially concerning English. They think a good level of English is important, so they advised her to choose it. • She is feeling good about the changes on the whole. • The assessment will be ongoing with internal assessment. She will no longer be able to cram before exams but will have to work hard regularly throughout the year. • While this was not a problem for her, she found there was little guidance given by the school around subject choice. The school left it up to the students to work it out and to know what was best for them. • She is finding her timetable difficult to manage as she is at school every day until 6 p.m. She finds the two-hour classes in specialty subject areas each afternoon hard, as she finds it difficult to concentrate for so long. • The level of each subject seems more difficult and this adds to the stress. 	<ul style="list-style-type: none"> • Agathe likes being able to choose three speciality subjects. Because she already knows what she wants to study at university (law – like her grandfather), she didn’t find this decision too hard. • She is already having some regrets around maths. She thinks she perhaps shouldn’t have chosen to do it, as the level is harder than before, and she could have dropped it, as it is no longer compulsory. Perhaps the school could have given more guidance around this. • Although she thinks it is good to choose subjects, not much guidance is offered, so she is pleased her parents could help. She might not have chosen English otherwise. • She might like the fact she doesn’t have to cram for exams at the end of the year, which is stressful, because assessment is continuous throughout the year. • After her 6 p.m. finish, there is homework to do once she gets home. She seems overwhelmed by this, as she says <i>‘tout en sachant qu’'il y plein de devoirs à faire en rentrant’</i>, suggesting that at the end of a long school day, she has the homework to do already in mind and weighing on her.

Question Three	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the challenges faced by female athletes.</i></p>	<ul style="list-style-type: none"> • Men are earning a higher salary than women. • Luc Abalo is paid 530,000 euros a year. His female counterpart earns less. • In rugby, nearly all the women players are amateur. Just 24 have a part-time contract. 	<ul style="list-style-type: none"> • These days, men are earning a higher salary than women. • Inequalities in pay are continuing. • Luc Abalo is a handball player who earns 530,000 euros a year, but his female counterpart earns less than half this amount. • In rugby, the women players are required to stay amateur. Only the French team have a part-time contract. • Once a woman has children, her professional life is much more affected in a negative way by family obligations and women interrupt their careers more often than men do – as was found by a study. 	<ul style="list-style-type: none"> • Salaries are one of the most discriminating factors facing sportswomen today. • One reason why this is occurring is because men more often have the status of professional athletes and it is not the choice of these women to remain amateurs; for example, female rugby players are not fully professional – this is a decision forced upon them by the union. • Their outstanding success should change this situation. • Outdated attitudes regarding women in sport remain; for example, the Baron’s statement making change challenging.
<p><i>(b) Possible evidence showing understanding of whether these challenges can be overcome.</i></p>	<ul style="list-style-type: none"> • Surfing has equality. • Men and women receive the same prize money in surfing. 	<ul style="list-style-type: none"> • In surfing there is equality in how much the athletes earn. • They had a campaign on social media with the slogan, “The same waves deserve the same pay”. Both men and women receive the same prize money in competitions. 	<ul style="list-style-type: none"> • No, because some of the reasons are beyond the control of the female athletes. It is because of conditions that are imposed on them. • As a result of a campaign on social media with the slogan, “The same waves deserve the same pay”, surfing now awards all its champions, both men and women, the same prize money. They have openly fought for equality with success. • Surfing seems to be leading the way in a world where sexist opinions, such as that of Baron de Coubertin (1912), have evolved very little. He believed the Olympics should be just for men and that the role of a woman is to crown the champions.