

Assessment Schedule – 2021

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.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 19	20 – 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 showing understanding of what happened in the town of Olten.</i></p>	<ul style="list-style-type: none"> • Olten is in north-west Switzerland • people discovered chocolate rain • Lindt is a Swiss chocolate maker • a technical problem • chocolate in the air • wind carried chocolate to houses • chocolate was not dangerous for people or the environment • Lindt fixed the problem • Lindt cleaned cars, windows, or clothes covered in chocolate. 	<ul style="list-style-type: none"> • a marvellous surprise for the people of Olten, a town in north-west Switzerland, who discovered chocolate rain a few days ago • Lindt, a famous Swiss chocolate maker, has a factory in Olten • a technical problem with the ventilation system meant chocolate entered the air outside • due to the winds being strong in the region on this particular day, they carried chocolate from the factory towards houses • the chocolate factory said the chocolate did not present a danger for the people or the environment. They (Lindt) fixed the problem • Lindt promised to pay the victims for cleaning cars, windows, or clothes covered in chocolate. 	<ul style="list-style-type: none"> • This country is well-known for perhaps the best chocolate in the world, so if it was going to rain anywhere in the world, it should be in Switzerland!

<p>(b) Possible evidence showing understanding of whether this would have been a positive or negative experience for the people of Olten.</p>	<p><i>Positive experience</i></p> <ul style="list-style-type: none"> • a unique experience. <p><i>Negative experience</i></p> <ul style="list-style-type: none"> • Cars, windows, and clothes had to be cleaned. • The chocolate could not be eaten. 	<p><i>Positive experience</i></p> <ul style="list-style-type: none"> • everyone had a great day • one person walked outside with milk and cereal • the cost of cleaning cars, windows, and clothes was covered by Lindt • the chocolate was not dangerous for people or the environment. <p><i>Negative experience</i></p> <ul style="list-style-type: none"> • It was not possible to eat the chocolate. 	<p><i>Positive experience</i></p> <ul style="list-style-type: none"> • Everyone spent a great day having fun with this unique experience. • One person even proposed walking outside with a bowl of milk and cereal to add chocolate to it. • Any damage to belongings was fixed by Lindt. • If chocolate was going to fall from the sky anywhere in the world, it should be in Switzerland since it is known for perhaps the best chocolate in the world. <p><i>Negative experience</i></p> <ul style="list-style-type: none"> • If you were wondering (asking yourself the question) it wasn't possible to eat this chocolate fallen from the sky – bad news!
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the suggestions the radio host makes regarding technology.</i>	<ul style="list-style-type: none"> • You can use technology to write messages to each other. • You can watch a film together or cook together. 	<ul style="list-style-type: none"> • Modern technology can be useful to keep in touch (“thanks to technology these days”). • Even if you can write messages, there is nothing like a phone call (to keep in touch). You will feel better afterwards. • You could watch a film together at the same time, or use technology more creatively – for example, to do an online cooking class together. 	
<i>(b) Possible evidence showing understanding of the benefits and challenges of a long-distance friendship.</i>	<ul style="list-style-type: none"> • If no effort is made from one side, the other person could get annoyed. • You could feel jealous if your friend is with other people. • You need to keep the friendship in your heart. • When you see each other again, it will be the same as / similar to before. • You can still share experiences across distances. 	<ul style="list-style-type: none"> • If you do not have any news from your friend, you might think they do not like you any more. • If your friend wants to spend time with their other friends, you could feel jealous, but he will have stories to tell you later. • You need to remember the pleasant moments spent together. • When you see your friend again, it will be the same as before, or more marvellous! 	<ul style="list-style-type: none"> • You might think he does not like you any more, but not talking does not mean they do not like you any more. • If you do not have any news from your friend, it might be that they are just busy. • The important thing to keep long-distance friendship going is to keep good memories of your friendship in your heart. • You need to remind yourself of the pleasant moments that you spent together. That way, as soon as you see your friend again, you will see that nothing will have changed. • It is possible to keep a long-distance friendship the same as it was before, and it could be even more marvellous!

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how we know Victor is passionate about nature.</i>	<ul style="list-style-type: none"> • Victor’s parents said he liked insects • interested in birds • became vegetarian • respected animals. 	<ul style="list-style-type: none"> • His parents said that when he was three, he tried to not hurt insects. • Later, he started to get interested in birds. • The family went to Europe to observe them. • He understood how nature worked. 	<ul style="list-style-type: none"> • He has been trying to protect animals since he was a preschooler. • He came to understand how nature worked and he was amazed / surprised / astonished. • He became a vegetarian straight away, as he was not able to see how he could respect animals and continue to eat them.
<i>(b) Possible evidence showing understanding of the actions Victor takes to preserve the environment.</i>	<ul style="list-style-type: none"> • he buys things close to home / his place • no new smartphone each year • nature is more important than fashion. 	<ul style="list-style-type: none"> • He buys things produced close to home. • He believes we don’t need a new smartphone each year or the latest shoes. 	<ul style="list-style-type: none"> • As much as possible, he tries to buy locally made products. • He uses his power as a consumer to protect the environment.
<i>(c) Possible evidence showing understanding of what motivated Victor to write his book.</i>	<ul style="list-style-type: none"> • He wrote it to say that the future of nature is ours. • His dream is to change the world. 	<ul style="list-style-type: none"> • He wrote it to say that the future of nature is in our hands. • We are a part of nature, so it is essential to protect it. • He wants to share his dream of changing our relationship with nature together. 	<ul style="list-style-type: none"> • He wants to inspire others to help him protect nature and improve the world. • His book is called “I Dream of a World” and his goal in writing it was to share his dreams. • He wanted to share his message with people of all ages.