

Assessment Schedule – 2021

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
<i>(a) Possible evidence showing understanding of the target audience for this product.</i>	<ul style="list-style-type: none"> • People who suffer from the great evil of the century – a lack of physical activity. • People who lack motivation for physical activity. 	<ul style="list-style-type: none"> • People who suffer from the great evil of the century – a lack of daily physical activity and a lack of motivation to exercise. • People who are looking for an efficient way to train without having to go out. 	<ul style="list-style-type: none"> • People who suffer from the great evil of the century – a lack of physical activity and no desire to begin to exercise. People who lack time and motivation to exercise. People whose lives are busy and often don't have the time or motivation to go out to the gym.
<i>(b) Possible evidence showing understanding of the benefits of using RV-Sport.</i>	<ul style="list-style-type: none"> • You can train without having to go out. • Programmes go directly into the headset. • It integrates into life. • You can improve your health. • You can work out and have fun. 	<ul style="list-style-type: none"> • This virtual reality headset has evolved beyond a traditional video game. • It provides the opportunity to experience sporting events up close, with interactive programmes going directly into the headset. • It integrates easily into life and can resolve health issues. • Boredom will be avoided, which is often why people give up exercising. • It is for people of all ages, not just young people. • It will help you improve your health, and it is fun. 	<ul style="list-style-type: none"> • RV-Sport has progressed beyond the virtual reality headsets with traditional video games that we have known in the past. It is lighter and allows a greater freedom of movement than previously. • For those with health problems, RV-Sport is a perfect solution, as it fits easily into your life. What normally causes people to give up on exercise is boredom, but this has a wide variety of challenges and there's always something new. • When playing traditional video games, players are seated, but with RV-Sport you are required to move, so it is an ideal form of exercise for people who like video games. • Because different levels are offered, there's something for adults who are already in shape, and also for people who need something a bit simpler.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of a circular economy and why it is important.</i></p>	<ul style="list-style-type: none"> • It reduces waste by creating longer-lasting products. • It reuses products rather than buying new. • It reduces overconsumption. • Advertising encourages people to buy new things, so they throw old things away. • When your smartphone breaks, it is cheaper to buy a new one than to repair it. 	<ul style="list-style-type: none"> • It aims to prevent the throwing away of fabrics. For example, 10 000 tonnes of textile fabrics were destroyed in France last year – the equivalent of the weight of the Eiffel Tower. • It is cheaper to buy a more efficient, new smartphone than to repair your broken one, so there is a lot of waste, and this concept aims to change that. • We have to admit some products are made to last only a certain length of time, increasing the number of items that are thrown away. We need to make products that last longer. 	<ul style="list-style-type: none"> • The circular economy aims to reduce wastage and the number of items being thrown away by reusing materials. • By making products that last longer, and materials that don't wear out, we can reuse products rather than throwing them away. Making longer-lasting fabrics, for example, could reduce the 10 000 tonnes of fabric that were destroyed in France last year. Comparing this amount of fabric to the weight of the Eiffel Tower helps people to visualise the size of the problem. • Overconsumption is a big problem in our society and this was highlighted at the recent event. One barrier to this concept is the cost of new products compared with the cost of repair, especially since a newer model is better.
<p><i>(b) Possible evidence showing understanding of how the concept of a circular economy could be encouraged and developed.</i></p>	<ul style="list-style-type: none"> • Financial incentives could encourage people to repair things rather than throw them away. • Creating more electric vehicles is good for the planet and creates jobs. 	<ul style="list-style-type: none"> • Some countries offer financial incentives to push people to repair things rather than throw them out, which could help to develop this concept. • Help is offered to transform existing vehicles into electric ones, which is good for the planet and for jobs. 	<ul style="list-style-type: none"> • Publicity drives the desire to have the latest model, creating the perception that items have a limited lifespan. • Monetary incentives could be introduced to encourage people to repair rather than just throw broken products away. This would give people a reason to consider repairing their items, as buying new would be more expensive. • There is a lack of specialist knowledge about the concept of reusing products, but encouraging more people to work in the area of recycling – creating new careers in the transformation of products, for example – could develop expertise. • We learn from the words of the scientist as we consider the idea of the circular economy – nothing is wasted, everything can be transformed.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>Possible evidence showing understanding of whose argument is the strongest and why.</p>	<p><i>The candidate needs to state whose point of view they find stronger and explain why, citing reasons from the passage.</i></p> <p>Teacher:</p> <ul style="list-style-type: none"> You don't go to school like you go to the beach. You don't go to school like you go to a nightclub. Adapt to the context. Teachers also dress in an adapted way. <p>Student:</p> <ul style="list-style-type: none"> Is for the values of the republic. For freedom to dress as you want. Equality between men and women, and girls and boys. Fraternity / brotherhood is to respect one and other. To forbid students from dressing how they want is not his vision of the republic. Shorts and sandals don't prevent him from studying. 	<p>Teacher:</p> <ul style="list-style-type: none"> School is not like other places such as the beach or a night club. People can understand that when you go to school you have to dress in a way that respects republican values. Our children are already stressed by fashion – how others see their shoes and clothing. What you wear to school has to be adapted for the context you're in. Teachers also have to adapt the way they dress. It is necessary to accept these limits because we all live in a society. <p>Student:</p> <ul style="list-style-type: none"> Also agrees with the values of the republic. Freedom for him means being free to dress how you want. Equality means equality between the sexes. Fraternity / brotherhood means respecting one and other. Forbidding students from dressing how they want is not his vision of the republic. He doesn't think that his choice of clothes (e.g. low-riding pants) affects others' freedom. He thinks that conforming to a dress code should not be required to have access to a public service (education). He doesn't see how wearing shorts and sandals prevents him learning. 	<p>The teacher's argument is strongest to me.</p> <p>It seems to be the ways in which Mme Corbeau and Laurent interpret the republican values that are different.</p> <p>The way she interprets <i>Liberté, Égalité et Fraternité</i> applies to all people, not just those who have an issue with being told how to dress. She believes that all people – both teachers and students – have a responsibility as members of society to dress in a way that is appropriate to where they are. School, not being like the beach or a nightclub, demands certain limits. Just as teachers adapt their clothing to the context they're in, so students too must accept these limits. She must see that dressing in a republican way – respecting freedom, equality, and fraternity – helps students feel less stressed about fashion expectations. Having to dress to rules would create an environment where students would be free from judgment.</p> <p>Laurent, on the other hand, sees that freedom means being free to dress however you want and is more emotional in his views. He believes that brotherhood means respecting each other – which I agree with. He thinks that forbidding high school students from dressing how they want is not respecting each other. While there is some truth to what he says about shorts and sandals not preventing him from studying, I think that out of respect for others, we should have to conform to a dress code to have access to public education. Mme Corbeau's argument is stronger for me because she is concerned with the protection of children, the well-being of all people, not just freedom of expression for teenagers.</p> <p><i>A candidate may pick the other argument, if they justify their opinion with evidence from the text.</i></p>