

Assessment Schedule – 2023

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 – 7	8 – 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 on page 1.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why it would benefit us to laugh more.</i></p>	<ul style="list-style-type: none"> • It is good for our personal balance. • We are more relaxed and stay positive. • It makes us happy. • It makes our bodies stronger. 	<ul style="list-style-type: none"> • People who laugh more often will live longer. • It allows us to relax and stay positive. • It helps us achieve happiness. • It could be good for our health. 	<ul style="list-style-type: none"> • Nothing would be as good as a good laugh between friends to achieve happiness. • Laughing (more) would cancel the effects of negative hormones. • Laughing (more) would prevent us from getting sick. • Laughing (more) would bring endorphins, hormones contained in the body that allow us to relax and stay positive, so there are mental health benefits. • It helps students to be less stressed and gives them a higher chance of passing their exams.
<p><i>(b) Possible evidence showing understanding of why we don't laugh enough.</i></p>	<ul style="list-style-type: none"> • Children laugh more. • We lack time. • We are too busy with our work. 	<ul style="list-style-type: none"> • We laugh less often as we grow older. • We have no time to laugh with friends. • We have no opportunities to laugh. 	<ul style="list-style-type: none"> • While a child laughs about three hundred times a day, an adult barely does so twenty times. • We have no more time to laugh with friends. • We have no time to look after ourselves. • We have no more opportunities to laugh.
<p><i>(c) Possible evidence showing understanding of what the writer suggests to help us laugh more.</i></p>	<ul style="list-style-type: none"> • We can stop taking ourselves too seriously. • We can work less and find more time to laugh. 	<ul style="list-style-type: none"> • Sign up to a “laughter club”. • Ask your doctor to find a club near you. 	<ul style="list-style-type: none"> • We can encourage ourselves to worry less. • We can spend time with friends (while revising for exams, for example). • We can keep our child’s mindset (children laugh more). • We can find time to look after ourselves (laughing is good for your health).

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the three main characters in the film.</i></p>	<p>Teacher:</p> <ul style="list-style-type: none"> • She is strange. • She gets positive results. <p>Malika:</p> <ul style="list-style-type: none"> • She is good at science. • She is a student. <p>Kevin:</p> <ul style="list-style-type: none"> • He is a student. • His mum works at night. • He is funny / he makes jokes / he is a clown. • He plays basketball. 	<p>Teacher:</p> <ul style="list-style-type: none"> • She lets the students do what they want. • She makes strange propositions like not having exams, giving 19 / 20 (Excellence) to everyone, and doing nothing. <p>Malika:</p> <ul style="list-style-type: none"> • She'd rather learn on the internet than in class. • She is intelligent and can get good results. <p>Kevin:</p> <ul style="list-style-type: none"> • He is a bit lost. • He has to take care of everything at home. • You may think he is only a clown, but he teaches Jonathan how to play basketball. • He's not just a clown. • His mum isn't raising him very well; he takes care of himself. • He has difficulties at home; there is a lack of love. 	<p>Teacher:</p> <ul style="list-style-type: none"> • She is making the most of the strike to do things differently, which gets positive results. • She is revolutionary / different / has a revolutionary approach to teaching. • She is interested in her students. • Students find her weird at the beginning, but they will end up becoming friends. <p>Malika:</p> <ul style="list-style-type: none"> • She needed a teacher to show interest in her to get good results. • She pretends nothing interests her. <p>Kevin:</p> <ul style="list-style-type: none"> • Despite the situation at home (his mum not raising him well and him having to do everything at home), he never complains. • When he teaches his friend to play basketball, we realise that he is a good example to others, not just a clown. • Being a clown at school is a way of hiding the fact that he struggles at home (he makes jokes because he lacks love at home).
<p><i>(b) Possible evidence showing understanding of the director's aim for this film.</i></p>	<ul style="list-style-type: none"> • He wants people to discuss. • He is passionate about teenagers. • He wants to invent a new school. 	<ul style="list-style-type: none"> • He wants people to question the education system. • He wants to invent a new school based on individuals. 	<ul style="list-style-type: none"> • He wants to put the spotlight on teenagers who usually aren't noticed. • He wishes that, in the future, schools would focus on individuals and feelings, rather than just grades. • He hopes his film will make us think and be willing to change the way we teach.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of what the new study reveals, and why it is good news, according to the article.</i></p>	<ul style="list-style-type: none"> • Sleeping is important for your health. • Not sleeping enough is not ideal. • Enough sleep each night is still ideal for your health. • It's good to sleep late on weekends. 	<ul style="list-style-type: none"> • Sleeping on weekends is important for your health. • Not sleeping enough is not ideal and could lead to cancer, diabetes, and heart disease. • Teenagers can go to sleep later, as sleeping in on weekends can compensate for the lack of sleep accumulated during the week. • Sleeping in on weekends can compensate for the lack of sleep accumulated during the week. 	<ul style="list-style-type: none"> • Not sleeping enough is not ideal and could lead to a higher risk of cancer, diabetes, and heart disease. • Sleeping in during the weekend can avoid the bad effects of lack of sleep during the week. • Less sleep during the week is not a risk factor for mortality if combined with more sleep during the weekend. • Teenagers and students who go to bed late during the week would have a way to balance their lack of sleep and cope with too much fatigue by sleeping longer on weekends. • Parents shouldn't wake up their children on the weekend; they need to sleep in.