

Assessment Schedule – 2023

French: Demonstrate understanding of a variety of extended written and/or visual French texts (91546)

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 – 7	8 – 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 showing understanding of how Aurélie became involved in volunteering</i></p>	<ul style="list-style-type: none"> • She wanted to improve society. • She saw a position on the Civil Service website to volunteer in Morocco. 	<ul style="list-style-type: none"> • She had always wanted to make society better. • She decided to get involved with the Civil Service. • She found an offer for a position in Morocco on the website. 	<ul style="list-style-type: none"> • She had always wanted to make society better, • so she made the choice to commit to the Civil Service, • which offers a unique opportunity for young people to help others and grow in confidence. • After seeing a position advertised on the Civil Service website, she applied. • She left Brittany to spend 10 months in Tangier.
<p><i>(b) Possible evidence showing understanding of how this blog post might help other young people considering volunteering overseas</i></p>	<ul style="list-style-type: none"> • Other volunteers might be encouraged by her stories of what she did in Morocco, such as • giving French lessons • and organising activities in schools. • She says it was a rich experience that she will not forget. • She gives information about her life there – she was in an apartment with other French volunteers • and had a salary. • She warns that you can hear prejudices, • and that you should have an idea about what you want to do when you return to France. 	<ul style="list-style-type: none"> • The blog post might encourage volunteers to go overseas as there is information about what it is like to work as a volunteer – • Aurélie mentions giving French lessons • and organising activities for school children. • It is described as a rich and unforgettable experience, which would encourage others to try it. • She spent Christmas with her friend’s Muslim family • and they cooked fries for her to remind her of France. • She receives a salary to be able to live there 	<ul style="list-style-type: none"> • The blog post gives information about what it is like to be a volunteer and what sort of activities you might be involved in, such as giving French lessons to teenagers who are preparing to go into hospitality jobs • and organising activities for younger children who are still at primary or high school. • The blog post shows that volunteering can really make a difference in a community, as Aurélie describes launching a project concerned with women in sport. • It provides reassurance about working in places that might be considered dangerous.

		<ul style="list-style-type: none"> • and lives in an apartment with other French volunteers. • The advice she gives will help other volunteers. • She warns about listening to other people's views as there are a lot of prejudices. • She says you must have a plan for when you return to France as it can be difficult. 	<ul style="list-style-type: none"> • Aurélie found the experience rich and unforgettable, and everything went well because she was careful – good advice for others. • For those who might worry about loneliness, there is reassurance in Aurélie's account of working and staying in accommodation with other French volunteers. • She also describes how a friend's Muslim family were kind to her over Christmas time, cooking fries to remind her of France and making sure she wasn't alone, even though they didn't celebrate Christmas. • It eases volunteers' worries about how they will manage financially, with information about receiving a large enough salary to be able to live there and cheap accommodation. • Aurélie also gives useful advice that might help volunteers – to be careful about listening to people's views before you leave to go overseas as you will hear a lot of prejudices, so be sure to form your own ideas. • She also advises that making sure you have a plan for when you return to France is important • because taking up your old life after several months overseas can be difficult.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the purpose of the association, and how its ambassadors contribute to this</i>	<ul style="list-style-type: none"> • It is an association founded in 2017 to awaken consciences and change behaviour. • The ambassadors are volunteers who find time to act on the problem of rubbish. 	<ul style="list-style-type: none"> • It is an association founded in 2017 by a group of citizens who wanted to change behaviours. • The ambassadors created a second life as volunteers to have time to act on the subject of rubbish. 	<ul style="list-style-type: none"> • It is an association founded by a group of citizens in 2017 who wanted to awaken people's consciences and change behaviour. • The ambassadors play a critical role – nothing would be possible without them. They create a second life for themselves to have time as volunteers to act on the subject of rubbish in our living spaces.
<i>(b) Possible evidence showing understanding of how the pandemic led to Laurent becoming an ambassador for the association</i>	<ul style="list-style-type: none"> • He used to travel a lot before the pandemic as this made him happy, • but the first lockdown meant he could not travel. • When he arrived in Nanterre, he started walking near his house. • He explored the town by bike. • He discovered industrial zones, parks, and gardens. • He decided to take care of the environment. • Some areas of the town still need people to make an effort. 	<ul style="list-style-type: none"> • He was a keen traveller, making weekend city trips and exotic journeys before COVID-19. • The first lockdown put a stop to the freedom to travel for tourists like him. • He spent months thinking about all the cultures that remained undiscovered and landscapes not appreciated that were awaiting him overseas. • When he arrived in Nanterre to study at the university, he started to walk around where he lived, and then started to run which soon took him out of his area. • Finally, he discovered the whole town by bike. • He really liked what he found – a town of industrial sites, parks, gardens, housing areas, and construction and demolition zones. • He felt the need to take care of his environment. 	<ul style="list-style-type: none"> • Laurent used to find happiness elsewhere, outside his home. As a keen traveller he would take weekend city trips and exotic journeys. • His need to escape his everyday life took him through airport lounges and train stations. • During the first lockdown, which put a sudden end to his freedom to travel, he was still only thinking about all the cultures he had not yet discovered, and the landscapes which he had not yet been able to appreciate – all was waiting for him overseas. • The change began to happen when he arrived in Nanterre to study at the university there. • His explorer's curiosity was gradually awakened, and he then discovered the entire town, from top to bottom and left to right, by bike. • He saw a town in transformation, rather than the grey town he used to see from the train on the way to the airport. • By now his attitude had changed from only wanting to travel to appreciating his own backyard. He really liked what he discovered in Nanterre.

			<ul style="list-style-type: none">• He realised that this environment needed some work, despite the efforts of the council to provide clean public spaces.• The need to take care of his own environment was thus born in him.• Being forced to stop travelling by lockdown and pandemic restrictions led to him taking notice of what was around him in his local area and resulted in him caring about the environment.• He saw the need for more work to be done to keep Nanterre clean and so became an ambassador for an organisation focused on changing behaviours.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how the chef became successful in the 1990s</i></p>	<ul style="list-style-type: none"> • He learned to cook meat from his grandmother. • This passion led to his restaurant. • He learned a lot in the '90s. • He got his first two stars quickly. 	<ul style="list-style-type: none"> • For a long time, he practised the cooking method he learned from his grandmother. • His passion for cooking meat for a long time led to his successful restaurant. • He learned a lot as a chef in the 90s. • He gained his first two stars quite quickly. • The third star is something else. After this he felt he was born as a chef. • He didn't sit down and rest after the third star, he remained standing, looking further, • as if there was a fourth star to seek. 	<ul style="list-style-type: none"> • For a long time, he put into practice what his grandmother passed on to him, a passion for cooking meat slowly. • This passion led to him having his own restaurant using this cooking method. • He learned a huge amount during the '90s and his cooking was recognised by two Michelin stars in quick succession. • He developed even further as a chef after his third star, when he really felt he was born as a chef. • He continued to be successful by not resting on his laurels once he had his third star. • He recognised that to move forward, he needed to strive for further improvements, as if there was a fourth star to aim for.
<p><i>(b) Possible evidence showing understanding of why he changed direction and the risk involved</i></p>	<ul style="list-style-type: none"> • In 1998, working with meat was painful for him. • He wanted to do something else. • He had an idea to cook vegetables like meat. • Not cooking meat is almost an insult to French culture. • The critique wasn't good. • The restaurant emptied bit by bit. • People said the restaurant only cooked carrots and broccoli. 	<ul style="list-style-type: none"> • In 1998, cooking with meat became painful for him. • He wanted to rest, reflect, and do something different. • He knew meat was finished for him. • It was an important year as he had a certain perspective that allowed him to see that celery, onions, and carrots can be cooked like meat – smoked, grilled. • He decided to take away all the dishes that he had won his stars with. • He found his enthusiasm again, but, more importantly, he found pleasure in creating a menu with only vegetables. • It was risky to stop cooking with meat because this is almost an insult to French culture. • People thought he would lose everything, but he was determined. 	<ul style="list-style-type: none"> • In 1998, he knew he could no longer work with meat. • It had become painful for him and so he decided to change direction. • After a break and time for reflection, he gained a fresh perspective, and decided to cook vegetables in the same way he used to cook meat – smoked, grilled. By doing this he rediscovered the pleasure in his work. • It was a huge risk to remove all the dishes he had won his stars with especially because no longer cooking meat is almost an insult to French culture. • He realised that the most beautiful cookbook was nature itself. He trusted his creativity to nature, allowing the seasons to guide the menu and never

		<ul style="list-style-type: none">• He warned the Michelin Guide director about what he was going to do.• People said in 2000 that the restaurant would lose its third star, because they only did broccoli and carrots, but he kept his stars.	<p>writing down a recipe. This is a risk as he never knows what the dish will be.</p> <ul style="list-style-type: none">• When he told the director of the Michelin Guide what he was going to do, he was shocked. The chef has always been determined and said he had made his choice, then challenged the director to make theirs.• It was an enormous risk to continue with his choice. Several people thought he would lose everything – his restaurant, clients, and Michelin stars, saying that he no longer did anything but carrots and broccoli.• He admits that he could have completely failed. At first, he lost customers and the reviews were not good, but the risk paid off. In the year 2000 he kept his stars and still has them today.
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