

## Assessment Schedule – 2018

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

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding involves <b>making meaning of the information and varied perspectives</b> in the texts.</i>	<i>Demonstrating <b>clear</b> understanding involves <b>selecting relevant information and varied perspectives</b> from the texts and communicating them <b>unambiguously</b>.</i>	<i>Demonstrating <b>thorough</b> understanding involves <b>expanding on relevant information and varied perspectives</b> from the texts with <b>supporting detail</b>.</i>

#### Evidence

Not Achieved		Achievement		Merit		Excellence	
Demonstrates <b>limited</b> or <b>no understanding</b> of the texts.  Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the texts. The response is logically <b>inconsistent</b> , indicating misunderstanding.		<i>Demonstrates understanding and <b>makes meaning of information and varied perspectives</b> from the texts.</i>  Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is <b>consistent</b> .		<i>Demonstrates clear understanding by selecting <b>relevant information and varied perspectives</b> from the texts and communicating them <b>unambiguously</b>.</i>  Information correctly includes relevant detail from the texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.		<i>Demonstrates thorough understanding of the <b>implied meanings or conclusions</b> within the texts.</i>  Relevant information and varied perspectives, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the texts.	
<b>N1</b> Shows <b>very little understanding</b> and does not convey the general meaning of the texts.	<b>N2</b> Shows <b>little understanding</b> and does not convey the general meaning of the texts.	<b>A3</b> Demonstrates <b>some understanding</b> of the texts, and conveys <b>some</b> of the general meaning.	<b>A4</b> <b>Demonstrates understanding</b> of the texts and conveys the general meaning.	<b>M5</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates some</b> of the meaning by selecting relevant information and varied perspectives from the texts.	<b>M6</b> Demonstrates <b>clear understanding</b> and unambiguously <b>communicates most</b> of the meaning by selecting relevant information and varied perspectives from the texts.	<b>E7</b> Demonstrates <b>thorough understanding</b> and <b>communicates some</b> of the implied meanings by providing <b>some</b> supporting detail from the texts which justifies conclusions.	<b>E8</b> Demonstrates <b>thorough understanding</b> and <b>communicates most</b> of the implied meanings by providing supporting detail from the texts which fully justifies conclusions.
<b>N0</b> No response; no relevant evidence							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of reasons why the Ministry of Education organises the Jean Renoir Prize.</i></p>	<ul style="list-style-type: none"> <li>• The Ministry of Education wants to get young people into analysing films.</li> <li>• Because France has an important film industry.</li> <li>• Because many French people are very interested in cinema.</li> </ul>	<ul style="list-style-type: none"> <li>• Because many French people take a keen interest in both French and foreign films.</li> <li>• The Ministry of Education wants to get students interested in contemporary cinema.</li> <li>• They want young people to support the arts in general.</li> <li>• They want students to develop their critical mind / thinking. (<i>N.B. Not “spirit”.</i>)</li> </ul>	<p>Three main reasons:</p> <ul style="list-style-type: none"> <li>• Because France has a significant film industry, and because many French people take a keen interest in French and foreign films.</li> <li>• Because if the Ministry of Education can spark an interest in contemporary cinema in students, (as adults / in the future) they will be more likely to support the arts in general.</li> <li>• To raise students' critical thinking skills by getting them involved in film analysis, and to expose them to other points of view / through discussion of other opinions.</li> </ul>
<p><i>(b) Possible evidence showing understanding of the four stages of the competition.</i></p>	<ul style="list-style-type: none"> <li>• Each region chooses three classes.</li> <li>• The classes will watch seven French and European films.</li> <li>• After watching each film, they have to write a critique.</li> <li>• They consider aspects such as plot, casting, director, and main themes.</li> <li>• Once they have seen the seven films, they choose the film that they like best.</li> <li>• They upload their work to the official blog.</li> <li>• Two students will represent their school at the national final in May.</li> </ul>	<p>The four stages of the competition:</p> <ol style="list-style-type: none"> <li>(1) The selection of three classes from each region in September (making about 60 in France in total) and the selection of the films.</li> <li>(2) The classes view all seven films, discuss all aspects of them, including ...</li> <li>(3) The class writes a critique of each one, which is uploaded to the official blog, so they can follow the opinions of the other classes involved.</li> <li>(4) Each class chooses the film that seems best to them and selects two students to argue their case at the national final in May.</li> </ol> <p><i>(Must have some sequencing.)</i></p>	

<p><i>(c) Possible evidence showing understanding of the different views of students, from the feedback on the Ministry of Education blog.</i></p>	<ul style="list-style-type: none"> <li>• Nathan and Angèle didn't like the course to start with / didn't see the point.</li> <li>• The film studies were part of a course called "Literature and Society".</li> <li>• The students appreciated this original course.</li> <li>• They discovered seven amazing films.</li> <li>• They understand the world differently.</li> <li>• They have more confidence in speaking in front of the class.</li> <li>• Luc would have preferred a practical course on how to make a film ...</li> <li>• (like "Screen Test") in New Zealand, which is a competition where you have to make your own film.</li> </ul>	<ul style="list-style-type: none"> <li>• There's nothing new about watching a film and having to write an essay.</li> <li>• They got to watch seven amazing films that had just been released.</li> <li>• They saw films they would never have gone to by themselves.</li> <li>• Class discussions opened their eyes to the world, and to different opinions.</li> <li>• The films made them more aware.</li> <li>• At the end it wasn't easy to agree on a film.</li> <li>• Luc thinks the Ministry of Education in France could broaden the aims of the competition to include a creative project.</li> <li>• Even if they weren't amongst the winners, students thought the course was worthwhile.</li> </ul>	<ul style="list-style-type: none"> <li>• The most important benefit was that they widened their world view, having to watch seven films which they wouldn't have chosen to see themselves ...</li> <li>• For once, they were on an equal footing with their teachers, because they were both watching films that had only just been released. This made the course original, because usually the teacher is the expert and the students have to listen.</li> <li>• The disadvantage was that the competition was too theoretical. Luc would like to have actually made a film. This would also fulfil the aim of increasing critical thinking skills.</li> </ul>
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***Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.***

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of Michel Guyot's reasons for initiating the Guédelon project.</i></p>	<ul style="list-style-type: none"> <li>• In the 1990s Michel Guyot discovered a 13th century castle.</li> <li>• He decided to build the castle in the park next to his castle.</li> <li>• The project has already been going for 20 years and the castle won't be finished until 2025.</li> <li>• He had to find finance for the project, so he asked the EU and big businesses.</li> <li>• He raised 500 000 euros in five months to get started.</li> <li>• He wanted to build a castle using traditional methods.</li> <li>• The project is possible because of volunteers – there are 60 workers plus student volunteers.</li> <li>• Tourists also spend money.</li> </ul>	<ul style="list-style-type: none"> <li>• When Michel Guyot discovered the remains of a 13th century castle hidden behind the walls of his own castle, he had the crazy idea to recreate it using only techniques from the 13th century (so he created a fictitious noble and a context of 1229 for the construction).</li> <li>• The castle is now self-financing from entrance sales, the restaurant, and the souvenir shop.</li> <li>• He wanted to build an authentic castle from the 13th century.</li> <li>• He thinks it's important to preserve the old techniques of construction, because France has a large number of ancient buildings.</li> </ul>	<p>Why?</p> <ul style="list-style-type: none"> <li>• Building the castle using the techniques of the 13th century could be used to train young workers in the old techniques, so that there is a new generation who has the skills to work on the many ancient buildings in France.</li> </ul> <p>How?</p> <ul style="list-style-type: none"> <li>• Michel Guyot sought the initial 500 000 euros of funding from the EU and large companies to get the project started, but now it is self-financing through ...</li> <li>• Although he has paid workers, he has used a lot of volunteer labour, especially architecture and engineering students, to keep costs down</li> </ul>
<p><i>(b) Possible evidence showing understanding of working conditions on the construction site, and why these are important.</i></p>	<ul style="list-style-type: none"> <li>• The workers work eight hours a day.</li> <li>• There is no electricity or phone.</li> <li>• The construction techniques are 800 years old.</li> <li>• The only materials used are wood and stone.</li> <li>• Workers wear clothes of the era/ century.</li> </ul>	<ul style="list-style-type: none"> <li>• In the Middle Ages, workers worked from daylight to dark.</li> <li>• Modern techniques are only used where absolutely necessary.</li> <li>• Workers have to wear helmets and protective shoes.</li> <li>• Workers are not allowed to have radios or watches.</li> </ul>	<ul style="list-style-type: none"> <li>• Although he has to observe modern employment laws, such as hours of work and the wearing of safety helmets and boots, he ensures the site is as authentic as possible. That is why the workers wear clothing from the Middle Ages; all the work is done using just the physical strength of the workers/ manpower and construction techniques which are 800 years old. There is no cheating/ compromise on this, so there is no ... and the workers are not allowed ...</li> </ul>

<p><i>(c) Possible evidence showing understanding of reasons why the Guédelon project is so successful.</i></p>	<ul style="list-style-type: none"> <li>• Primary school children can go on a guided tour.</li> <li>• College pupils can have a more interactive visit.</li> <li>• 50 000 school children visit every year.</li> <li>• There are 300 000 visitors per year.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary school children can dress up as nobles, which they love.</li> <li>• College pupils can learn how to work with stone and wood.</li> <li>• Many come back in the school holidays with their parents or grandparents.</li> <li>• Architecture and engineering students can also work there as volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>• It is successful because it is unique, not a theme park, but an authentic educational and cultural construction site, where all 300 000 visitors per year can support the project of building a medieval castle.</li> <li>• Although it seems like a crazy idea, it is history come alive, which never fails to impress.</li> </ul>
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the three case studies at the beginning of the report.</i></p>	<ul style="list-style-type: none"> <li>• There is civil war in Syria.</li> <li>• Thousands of families have been displaced.</li> <li>• An MSF health centre was bombed in 2017 – it is now in ruins.</li> <li>• MSF talks about the tragic consequences of armed conflict, especially for young people.</li> <li>• In January, MSF opened a hospital near Monrovia, the capital of Liberia.</li> </ul>	<ul style="list-style-type: none"> <li>• Civil war in Syria has led to the displacement of thousands of families.</li> <li>• The health centre which was bombed, had vaccinated and cared for 10 000 children the year before.</li> <li>• <i>Maison sans fenêtre</i> is a comic book written by journalists, which tells the stories of abandoned children.</li> <li>• They have nothing to hope for/no one to protect them – not even their government or the UN.</li> <li>• In Liberia, the aim is to improve access to medical treatment for sick children.</li> <li>• MSF will also train doctors and nurses, because Liberia doesn't have the means to do this.</li> </ul>	<p>The three case studies highlight important facts about the work of MSF:</p> <ul style="list-style-type: none"> <li>• The range of humanitarian work done by MSF and how great the need is (three examples from one month).</li> <li>• Children are often the ones who suffer most, whether it is war or natural disaster (e.g. no access to medical help in Liberia).</li> <li>• The consequences for the countries affected are long term (e.g. abandoned children in Central African Republic).</li> <li>• MSF works in risky environments (e.g. bombing in Syria) – if their centres are destroyed, they cannot help the people.</li> <li>• MSF aims to meet immediate needs, but also provide training for local health workers to continue the work.</li> </ul>
<p><i>(b) Possible evidence showing understanding of how and why MSF was begun.</i></p>	<ul style="list-style-type: none"> <li>• MSF was founded in 1971, by some French doctors.</li> <li>• It aims to be independent.</li> <li>• It has millions of supporters.</li> <li>• You can give one euro per week.</li> <li>• MSF teams and donors are everywhere / all over the world.</li> </ul>	<ul style="list-style-type: none"> <li>• MSF intervenes in times of armed conflict or natural disasters.</li> <li>• Disaster often strikes countries that are least able to cope (e.g. Ebola epidemic in Liberia).</li> <li>• MSF is completely independent of any government, political, or religious organisation.</li> <li>• From the beginning, it has only been able to act because of donations.</li> <li>• Anybody who can pay as little as one euro per week can support MSF.</li> </ul>	<p><i>Link information from Achievement and Merit, e.g.:</i></p> <ul style="list-style-type: none"> <li>• MSF was launched in 1971 by some French doctors, with the aim of relieving suffering, whether as a result of armed conflict or natural disasters, especially in countries that are least able to cope. It is completely independent of any political, government, or religious body, so it has relied on donations right from the start.</li> </ul>

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**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 6	7 – 12	13 – 18	19 – 24