

Assessment Schedule – 2017

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

Evidence

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of information about factory conditions in Bangladesh.	Age of workers <ul style="list-style-type: none"> • High-school age. • Many employed at age 16 or 17. 	Age of workers <ul style="list-style-type: none"> • But legal minimum age of employment is 18. 	
	Hours of work <ul style="list-style-type: none"> • 6 days per week and up to 10 hours per day. 		
	Wages Earn only about €60 per month.	Wages <ul style="list-style-type: none"> • Under-age employees are paid (considerably) less than the legal minimum salary. • Salaries are lower than those in India and China. 	
	Meals <ul style="list-style-type: none"> • Workers not allowed to leave the factory during the day. 	Meals <ul style="list-style-type: none"> • Have to eat lunch on the floor by their machines. • Workers don't have a canteen, but the bosses / managers do. 	
	Working conditions <ul style="list-style-type: none"> • Very repetitive / monotonous / tiring. • Factories are not without risk / danger. 	Working conditions <ul style="list-style-type: none"> • For example, a worker might cut 1000 sleeves a day, which are sewn on by another worker. • In April 2013, a factory collapsed, killing 1135 and injuring thousands more, most of them young women. 	Working conditions It sounds like exploitation (or similar idea) because: <ul style="list-style-type: none"> • Working in a factory in Bangladesh can be dangerous, for example, (<i>correct details of factory collapse</i>). • The wages for young Bangladeshi workers are even less than for those in India and China. • The work is repetitive / monotonous and the workers are paid very little for working such long hours / only 25c per hour.

<p><i>(b) Possible evidence showing understanding of the additional responsibilities and difficulties for young female factory workers.</i></p>	<ul style="list-style-type: none"> • They do housework for rich people. • They pay for education for younger brothers and sisters. • Help their mothers. • Prepare dinner. • Help brothers and sisters with homework. • They are always busy. 	<ul style="list-style-type: none"> • They have to do housework for richer people in their neighbourhood. • They earn money for rent, food, and education, for younger brothers and sisters. • No time to rest when they get home. • They do household tasks to help their mother. 	<ul style="list-style-type: none"> • Girls are responsible for contributing to the family budget for rent, food, education, etc., not just by working in a clothing factory, but also by doing housework for wealthier households. • The major difficulty is that, although they would like to complete their education, they are not able to, because they are always so busy with work and chores at home. <p><i>(Both parts needed for Excellence.)</i></p>
<p><i>(c) Possible evidence showing understanding of how young westerners might improve conditions for workers in developing countries.</i></p>	<ul style="list-style-type: none"> • Ask questions about the origin of the clothes they buy. • Buy their clothes elsewhere. 	<ul style="list-style-type: none"> • They should find out about the origin of the clothes they buy. • Ask (difficult) questions about workers' conditions in their favourite shops. • If the answers aren't satisfactory, they could buy clothes elsewhere. • Support young workers by any means possible. 	<ul style="list-style-type: none"> • The most important thing young westerners can do is to be a conscious shopper by realising that a bargain for them means underpaid workers in developing countries, so they should find out about the working conditions where brand name products are made. • They can improve working conditions indirectly by understanding their power as consumers and using it to put pressure on companies (such as Nike and Adidas) to improve conditions for workers. <p><i>(Wording similar to that in bold needed.)</i></p>

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

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
<i>(a) Possible evidence showing understanding of the issues facing most countries concerning water.</i>	<ul style="list-style-type: none"> • Will there be enough water to leave to our grandchildren? • Will there be enough water to drink, wash, and grow food? • Only 0.37% is drinkable. • The El Niño effect can cause droughts / dry periods. 	<ul style="list-style-type: none"> • Even though the planet consists largely of water, only 0.37% is drinkable. • Rising temperatures mean that the need for water is increasing. • Most countries have to limit water use as only New Zealand, Russia, and Canada have sufficient water for their populations. • Farmers especially have to make the most effort to conserve water. 	<ul style="list-style-type: none"> • The scarcity of fresh / drinking water in most countries (and the increased demand for it), and / plus the effects of climate change, mean that there are grave concerns about access to water in the future. • That is why people are worried that their grandchildren might not have enough water for basic living: drinking, hygiene, and producing food.
<i>(b) Possible evidence showing understanding of how the communities of the Ariège manage their water supply.</i>	<ul style="list-style-type: none"> • The Ariège is largely a region of dry hills and plains. • In the 1970s, 35 villages formed a collective to manage water. • Individual farmers check the details of their water use by getting the information on their phones. 	<ul style="list-style-type: none"> • In summer they take water from the river, to distribute to farmers. • When the river level gets low, they use water from a lake which is fed by mountain streams. • This water is used only on the hottest summer days, to raise the level of the Ariège. • They make each drop count. 	<p>To make the best use of water in a dry region, there are both collective and individual measures:</p> <ul style="list-style-type: none"> • The collective formed in the '70s by a group of 35 villages dependent on the Ariège River controls the distribution of water to local farmers by ... <i>(Details from Merit answer).</i> • Individual farmers monitor every drop of water they use, through their cell phones... <i>(See Achievement and Merit answers).</i>

<p><i>(c) Possible evidence showing understanding of why Bernard is committed to this way of managing water consumption.</i></p>	<ul style="list-style-type: none"> • He wants to teach farmers to use water well. • Reduce the consequences of climate change. • In the past they used too much water to irrigate. 	<ul style="list-style-type: none"> • He wants to teach other farmers to use water responsibly, and not waste it. • Minimise the consequences of climate change, so farmers can continue to farm. • He wants farmers to continue to grow food for people who live in towns. 	<p>Bernard is committed to the responsible use of water because:</p> <ul style="list-style-type: none"> • As an environmentally conscious farmer he is a role model, so he can teach other farmers not to waste water as they used to, in order to minimise the worst effects of climate change. • He understands the big issue, i.e. that making the best use of water is essential if farming is to continue as a viable occupation, provide farming families with a living, and ensure a supply of good food for city people. • Being mindful of water / sustainable use of water allows him and other farmers to maintain a lifestyle which they enjoy / to continue to live well.
--	---	---	--

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the changes which have occurred in stations.</i></p>	<ul style="list-style-type: none"> • You used to just buy tickets at the station. • Many stations now have a shopping mall, e.g. Les Halles and Lille-Europe. • Stations have changed a lot. 	<ul style="list-style-type: none"> • Two examples of stations which have been transformed are Les Halles, which has four floors of shops and restaurants above it, and Lille-Europe, with a shopping mall right next to it. • Bright red pianos in main line stations are for anyone to use. • If you are lucky you will get to hear a concert by a traveller waiting for a train. 	<ul style="list-style-type: none"> • In the past, stations were strictly functional; you bought your train ticket, you bought a drink and a paper, and got on the train. These days, the station has become a destination in itself / stations have become a lot more lively, because a station often has a shopping centre attached to it, or restaurants; you can even listen to a concert given by a waiting traveller.
<p><i>(b) (i) Possible evidence showing understanding of the innovation introduced by Short Edition.</i></p> <p><i>(ii) Possible evidence showing understanding of the benefits of the innovation.</i></p>	<ul style="list-style-type: none"> • It's a machine which distributes short stories and poems. • You find the machines in 24 train stations. • There are machines in airports, town halls, and libraries as well. • Encourage travellers to read. • The texts are free. • Disconnect people from their phones. 	<ul style="list-style-type: none"> • The machine provides short texts which can be read in 1–5 minutes. • One machine has even been installed in a cancer treatment centre. • They hope to double the number of machines, so that more people can benefit from them. • Machines like this, as well as the pianos, liven up train stations. • Promotes the whole idea of reading on paper. • Travellers can read without being interrupted by emails and text messages. • The benefits of reading are available to anyone, even someone in a cancer centre. 	<div></div> <ul style="list-style-type: none"> • They are easy to install / can be installed anywhere, e.g. even in a cancer treatment centre, where people might be waiting and want something to read. • With the free access to literature provided by this machine, it is hoped that people will again value the printed word. • As with Jérôme, it enables people to reconnect with literature which they enjoyed when they were young.

<p><i>(c) Possible evidence showing understanding of why Jeanne thinks the inventor is a genius.</i></p>	<ul style="list-style-type: none"> • You can share your favourite literature with your grandchildren. • You can talk about important issues with them. 	<ul style="list-style-type: none"> • Older people who can't concentrate anymore for long periods, can read something short. • You can discuss with your grandchildren some of the issues facing young people. 	<ul style="list-style-type: none"> • Jeanne likes the fact that even if you don't want to take books out from the library, you can still read by using this machine. • Jeanne thinks it's amazing that it is so easy to use, and that really old people like her can use the latest technology in a meaningful way. • She is also grateful that it provides a way of closing/bridging the generation gap, by allowing a point of connection with her grandchildren, thus maintaining communication.
--	--	---	--

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 19	20 – 24