

Initiales:

Numéro de SACE:

Date:

SACE - Stage 2
French Continuers

École, travail, avenir

Reading and Responding

Interpretation and Reflection (IR1/IR2/IR3)

Lisez les textes suivants et répondez aux questions en détail.

Les dictionnaires sont autorisés.

Vous avez 1h30 en classe.

Texte 1 - Chez la conseillère d'orientation

Mme P.: Bonjour, Alex. Félicitations pour tes bonnes notes.

Alex: Merci, Madame Picard.

Mme P.: Qu'est-ce que tu as prévu de faire après le bac? Tu as déjà quelque chose en tête?

Alex: Dans ma famille, on est dans l'immobilier depuis toujours, de père en fils. Mon père veut absolument que je continue la tradition familiale.

Mme P.: Agent immobilier, c'est un bon métier... mais tu es sûr que cela t'intéresse?

Alex: Pas vraiment. Mais grâce à mes parents, j'ai un métier tout prêt.

Mme P.: Alex, tu as du talent, tu es curieux d'apprendre, tu es ouvert d'esprit, intelligent... Pourquoi ne pas élargir tes horizons ?

Alex: Peut-être..., mais avant tout, je dois respecter les désirs de mes parents.

Mme P.: Alex, avant tout, tu dois respecter tes propres désirs et tes propres rêves.

Alex: Oui, mais, je ne veux pas décevoir mes parents.

Mme P.: C'est important de choisir son propre chemin dans la vie. Sinon, tu le regretteras toujours. Dis-moi, Alex, qu'est-ce qui te passionne?

Alex: Bon ben, j'ai toujours voulu devenir acteur, mais je n'ai jamais osé en parler à mes parents.

Mme P.: Alex, vas-y ! Tente le coup ! Prends ton courage à deux mains et inscris-toi dans une école de théâtre. Poursuis la carrière de tes rêves ! Quand tes parents te verront sur scène, je suis sûre qu'ils seront très fiers de toi!

Alex: Oh là là! C'est trop difficile. Je ne sais plus quoi faire.

Texte 1 - Questions

1. What strategies does Madame Picard use to encourage Alex to pursue his dream career? Give detail. (2.1/2.2)

Madame Picard encourages Alex to pursue his dream career. She does this by reassuring him that he is capable of doing what he desires, and telling him the importance of pursuing his dreams. She clearly and repeatedly explains why he should not just follow the desired path of his family and should instead follow his own passions.

2. How does Alex feel at the end of his conversation with Mme Picard? Justify your answer.

(1.1)

Alex feels unsure at the end of the conversation. This is clear as he says how difficult pursuing a career in acting is and that he is not sure if he can do it. He exclaims 'oh là là' showing how he is surprised or worried. He states 'Je ne sais plus quoi faire' again showing his uncertainty.

3. How would you react if a teacher had this conversation with you? (3.2)

If a teacher had this conversation with me I would feel happy and inspired. It would make me feel encouraged, and I would most likely reconsider my options after school. If I was sure that I would follow the path of my family, then hearing this might change my perspective.

Le télétravail en pleine expansion

Travailler chez soi, qui n'en a pas rêvé ? Adieu les transports en commun, le stress des embouteillages. Imaginez n'avoir que quelques mètres à faire pour vous installer dans un bureau silencieux...



Vous avez envie d'exercer votre activité professionnelle depuis votre domicile ? Grâce aux nouvelles technologies, c'est de plus en plus facile. Les travailleurs à domicile gagnent parfois moins bien leur vie, mais ils connaissent un nouveau sentiment de liberté et une meilleure qualité de vie. Et tous reconnaissent mieux profiter de l'existence !

Une meilleure productivité

Les salariés à domicile ne sont plus des exceptions : ils sont désormais plusieurs centaines de milliers. Le télétravailleur peut, lorsqu'il est bien organisé, faire bénéficier sa société et sa famille de son équilibre personnel et de sa disponibilité. Les chefs d'entreprise observent de leur côté un gain de productivité de 10 à 30 % selon les individus, ainsi qu'une responsabilité plus grande.

Échapper au stress

Si les télétravailleurs travaillent mieux et plus vite, c'est qu'ils se sentent moins stressés. Ainsi, depuis quelques années, France Télécom expérimente le télétravail à domicile, avec une centaine de ses 160 000 salariés. Et toutes les parties sont gagnantes : l'employé s'épanouit dans son environnement, l'entreprise économise sur les coûts immobiliers, le client bénéficie d'un meilleur service. Cette nouvelle forme d'organisation du travail à domicile est en pleine expansion dans de nombreuses sociétés.

Texte 2 - Questions

1. What are the advantages of this type of work for the **employers** and for the **employees**? (1.1/1.2)

The advantages for the employers is that there is an increase in productivity ~~for~~ by the workers, of 30% and they take on more responsibility. For the employees they have a better balance between their personal and family lives, they are more organised, have more time to benefit their society and it allows time for personal leave. It also benefits the business (benefiting the employer), with better service for customers and more income for the business.

2. Where would you expect to find this text? (1.2)

This text may be in a lifestyle or work magazine, or a newspaper, as it describing a trend in work choice becoming increasingly popular.

3. Who do you think this type of work would appeal to and why? Explain your answer. (1.2)

I think this type of work would appeal to someone who lives far away from their work and doesn't want to travel every day. It would also ~~more~~ appeal to those who don't mind working by themselves or dislike working with others. It may appeal to younger workers who like using technology and don't mind a less traditional work style.

4. Explain the use of the word «télétravail» (2.1)

The word is used to describe work (travail) at a distance (télé). This is used as it is a ~~new~~ new thing, that is becoming increasingly popular and there might not have been a word to describe it before. Combining these two words describes exactly how the work is done.

Texte 3 - La jeune génération est-elle prête à travailler?

La jeune génération est-elle prête à travailler?

Un sondage des employeurs récemment publié révèle une ^{anxiety} inquiétude croissante de la part des employeurs vis-à-vis de la qualité des jeunes qui, après leurs études secondaires, cherchent leur premier travail.

«Les jeunes que nous interviewons ne semblent préparés ni à l'entretien qui va déterminer leur avenir immédiat, ni à une participation à plus long terme à la vie active.» C'est ainsi que Madame Emilie Dufresne, directrice de la société *Dormez Bien* (gros fabricant de lits et de matelas), a décrit la situation.

«Notre société souhaite embaucher en ce moment, dans tous les secteurs de notre activité – dessin, fabrication, ventes, gestion – mais, dans les entretiens, il est rare que nous rencontrions des jeunes à qui nous voudrions offrir un poste. Trop souvent, ils (ou elles) arrivent en retard pour l'entretien et se présentent d'une manière décontractée, ce qui nous laisse croire qu'ils ne s'intéressent pas au poste auquel ils postulent. Ils portent des vêtements qui ne conviennent pas au contexte d'un entretien; ils donnent des réponses vagues aux questions; ils ne parlent pas clairement et sont souvent très difficiles à comprendre; ils n'ont aucun sens de l'initiative et semblent être là malgré eux.»

Il est essentiel de porter ces faits à l'attention des professeurs et des administrateurs des écoles, pour leur demander de mieux faire comprendre à leurs élèves la réalité du monde du travail. Ceci est très important non seulement pour l'avenir des jeunes générations, mais aussi du pays entier. Reste à voir si nos écoles ont les ressources humaines et financières nécessaires pour relever ce défi et pour mieux préparer leurs élèves.

Texte 3 - Questions

1. What qualifies Mme Dufresne to comment on the survey? (1.1/1.2)

Madame Dufresne is qualified as she is the ~~director~~^{manager} of a ~~company~~ business selling mattresses, and has seen first-hand the issues surrounding young people finding work, and keeping a job. As she has employed young people previously, she would understand how truthful the survey is.

2. What is the journalist's purpose in writing this article? (1.2)

Their purpose is to inform the reader of the problems with young people and work, and to state the importance of preparing young people for the reality of this.

3. What is Mme Dufresne's opinion of young people? Refer specifically to the **tone** and **linguistic features** of the text to support your answer. (2.1/2.2)

Madame Dufresne has a negative opinion of young people. It is clear she doesn't want to hire them and she lists all the reasons why they are bad employees. She uses a negative tone and descriptive language to convey this, stating they have a 'relaxed manner', they wear 'inconvenient clothes', they are 'very difficult to understand' and they 'arrive late'.

Texte 4 - Au travail

- Paul: Bonsoir tout le monde. Ici, Paul Gérard avec notre émission *Au Travail*. Cette semaine nous allons aborder la question de l'égalité des sexes dans les professions. Pour débattre cette question, nous avons deux invitées Julie Martin et Leila Ahmed. Pour commencer, je passe la parole à madame Julie Martin, professeur d'histoire dans un lycée. Bonsoir, Julie. Selon vous, est-ce que l'égalité des sexes existe dans votre profession?
- Julie: Bonsoir, Paul. Je crois que la situation a beaucoup changé dans le métier de professeur du secondaire. Autrefois, les femmes étaient moins bien payées que les hommes même quand elles avaient des qualifications identiques. La plupart des femmes étaient profs de matières pour filles. Il y a cinquante ans, les femmes étaient obligées de **démissionner quand elles se mariaient**. Maintenant elles reçoivent le même salaire. Elles enseignent toutes les matières et le nombre de femmes **proviseurs augmente**, qu'elles soient mariées ou non ... la situation s'est beaucoup améliorée.
- Paul: Leila, qu'en pensez-vous?
- Leila: Je ne suis pas du tout d'accord! Ce n'est pas le cas dans d'autres professions. **Il est inacceptable** que le plafond de verre **empêche les femmes d'obtenir des postes élevés** dans les entreprises et dans **la vie politique**. La plupart des chefs d'entreprise et des politiques sont des hommes. C'est **absolument scandaleux!** Il y a eu quelques **progrès superficiels**, mais l'égalité des sexes n'existe pas et n'existera jamais. Les femmes sont obligées de travailler à **temps partiel** à cause du fait qu'elles ont des **enfants**. Donc, pour elles, la possibilité de **progresser professionnellement** reste **un rêve...**
- Julie: Cependant, dans certains pays, **les gouvernements** prennent des mesures pour **aider les mères** à participer à la vie professionnelle en accordant des congés de maternité et de paternité. Les crèches et les garderies offrent aussi aux femmes des moyens de retourner au travail.
- Leila: Mais tout ça, ce n'est pas assez. Les femmes qui acceptent ces conditions minimales permettent aux hommes de continuer à prendre tous les postes importants ...
- Paul: Merci, Julie et Leila. On peut voir que l'égalité des sexes dans le monde du travail reste toujours une question à laquelle il n'y a pas de réponse définitive.

Texte 4 - Questions

le proviseur - principal of a high school

1. How have the conditions for women in secondary teaching changed over the years? Give two examples from the text to support your response. (1.1)

The conditions have changed as women now receive the same salary as men, they no longer have to retire when they get married and the amount of female principals has increased.

2. What does Leila think about the place of women in the workforce today? What examples does she give to support her opinion? (1.2/1.3)

Leila believes that women are not being treated equally in the work force today. she believes women are prevented from having high positions in businesses, that women are forced to work part time when they have children and that this hinders their professional performance. she thinks that the changes made are only superficial, and that many professions still have issues.

3. Who presents the most convincing argument? Explain? (1.3)

Julie presents the most convincing argument. she gives several valid reasons why conditions are improving for women in teaching, which is what the discussion is about, whereas Leila gives examples from other professions. Julie then rebuts this with genuine reasons why her argument is invalid. she does this with information from the 'congrès de maternité' which again makes her argument more convincing.

Bonjour les étudiants,

Je m'appelle Joseph Weismann. Je suis ici aujourd'hui pour vous présenter mon histoire d'homme Juif qui a connu La Rafle du Vel' d'Hiv, le camp de concentration. Je suis né en 1931 à Paris. J'ai grandi avec une grande famille, avec mes deux sœurs, Rachel et Charlotte et mon père et ma mère dans le 18th arrondissement. Ma vie était simple et ma famille était pauvre.

J'étais juste onze ans quand ma liberté, sécurité et bonne-heure volaient. Ça fait longtemps mais mes mémoires sont très clairs. Je me souviens du matin, ils nous ont emmenés au Vel d'Hiv. C'était tôt le matin, et nous nous sommes réveillés avec les fracas et ma mère m'a tiré moi et mes sœurs du lit, Je me souviens qu'elle pleurait. Mon père a ramassé nos possessions et il les a placés dans un compartiment sous le sol. J'ai ouvert la porte et tous nos voisins criaient et descendaient les escaliers en courant. Mon père a fermé la porte et a crié, « c'est dangereux !! ». Mon père m'a dit que les nazis prenaient les juifs, et que c'était important nous avons fait semblant de ne pas être juifs. Avant que nous puissions nous préparer, la police a fait irruption dans la porte et ils nous ont traînés dans les escaliers et dans la rue. Tous les gens dans la rue criaient, suppliaient et ils essayaient de courir. Ils nous ont rassemblés et ils nous ont mis dans le camion. C'était très effrayant pour un petit enfant comme moi, et la pire partie était que ma famille et moi avons été séparés. C'était horrible. Je ne savais pas si je reverrais ma famille.

Les conditions dans le vélodrome étaient terribles. J'avais une petite couverture, un pull, une chemise et une paire de chaussures. Nous n'en avons pas assez d'eau ou de nourriture pour plusieurs jours. Je ne savais pas ce qui se passait, je voulais mourir. Il y avait beaucoup d'enfants et d'adultes malades. Les Nazis qui ont organisé La Rafle nous ont donné un peu de d'eau et la nourriture pour notre survie, mais ce n'était pas qu'ils se souciaient. Après le vélodrome, ils nous ont emmenés aux camps de concentration. J'étais toujours séparé de ma famille. J'étais effrayé et tout seul à onze ans.

Les conditions dans le camp étaient très mauvaises aussi. C'était sale, bondé et il n'y avait pas suffisamment d'eau ou de nourriture. Je n'avais pas ma famille, mais j'ai rencontré un nouvel ami, Joe Kogan. J'étais très chanceux de trouver un ami du même âge que moi, et nous nous entraidions. Nous savions nous devions nous échapper ~~le~~ camp. Nous savions que nous risquions nos vies, mais c'était la seule option. Nous avons organisé un plan pour notre évasion, j'étais très effrayé. Nous avons distrait les gardes, et nous avons rampé sous la clôture de barbelés et nous avons couru pour nos vies. J'étais libre, enfin, mais ma vie après ~~je me suis échappé~~ était très compliqué. C'était très difficile ~~pour~~ commencer une nouvelle vie, et ça a toujours été douloureux de ~~se~~ souvenir ~~mon~~ passé. Je n'ai pas parlé de mon passé depuis longtemps, mais après quatre-vingts ans, j'ai commencé à parler.

Je veux que vous compreniez mon histoire, et je veux que vous soyez reconnaissant. Je veux vous compreniez que vous avez de la chance. Je veux que vous sachiez que la haine et les discriminations ne sont pas acceptable. S'il vous plaît luttiez contre ces choses dans le monde courant. S'il vous plaît aidez les autres. S'il vous plaît soyez gentils, sinon, les gens continueront de souffrir.

Merci pour votre attention.

Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level

Ideas	Expression	Expression	Interpretation and Reflection
<p>A</p> <p>Relevance</p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate detail, ideas, information, and opinions.</p> <p>Responses successfully create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Depth and breadth in the treatment of the topic and content are very detailed and varied.</p> <p>Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively, with originality and creativity.</p> <p>Comprehensive evidence of planning and preparation.</p>	<p>Capacity to Convey Information Accurately and Appropriately</p> <p>Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.</p> <p>A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.</p> <p>Effective use of a range of sophisticated cohesive devices to connect ideas.</p> <p>Expression consistently appropriate to the cultural and social context.</p> <p>Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.</p> <p>Coherence in Structure and Sequence</p> <p>Information and ideas are organised logically and coherently.</p> <p>Conventions of the text type are observed.</p>	<p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest and enthusiasm for the topic of discussion are conveyed.</p> <p>A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).</p> <p>Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well.</p>	<p>Interpretation of Meaning in Texts</p> <p>Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).</p> <p>Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.</p> <p>Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight.</p> <p>Analysis of the Language in Texts</p> <p>The functions of particular linguistic and cultural features in the text are explained with clarity and insight.</p> <p>Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).</p> <p>Reflection</p> <p>Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.</p> <p>Critical reflection on own learning.</p>
<p>B</p> <p>Relevance</p> <p>Responses are mostly relevant to context, purpose, audience, and topic.</p> <p>Responses mostly convey the appropriate detail, ideas, information, and opinions.</p> <p>Responses generally create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Breadth and some depth in the treatment of the topic.</p> <p>Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.</p> <p>Sound planning and preparation.</p>	<p>Capacity to Convey Information Accurately and Appropriately</p> <p>Use of a range of linguistic structures and features, with good control, to convey meaning.</p> <p>Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.</p> <p>A range of cohesive devices is used to connect ideas.</p> <p>Expression is mostly appropriate to the cultural and social context.</p> <p>Effective communication, with some degree of fluency. Reasonably accurate pronunciation and intonation.</p> <p>Coherence in Structure and Sequence</p> <p>Mostly coherent organisation of information and ideas.</p> <p>Most conventions of the text type are observed.</p>	<p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.</p> <p>A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).</p> <p>Occasional pauses to process questions and to search for linguistic resources.</p>	<p>Interpretation of Meaning in Texts</p> <p>Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples.</p> <p>Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.</p> <p>Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity.</p> <p>Analysis of the Language in Texts</p> <p>The functions of particular linguistic and cultural features in the text are described.</p> <p>Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).</p> <p>Reflection</p> <p>Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Some depth in reflection on own values, beliefs, practices, and ideas in relation to those represented in texts.</p> <p>Thoughtful reflection on own learning.</p>
<p>C</p> <p>Relevance</p> <p>Responses are generally relevant to topic and purpose, with some relevance to context and audience.</p> <p>Responses generally convey simple ideas and opinions, with generally appropriate information.</p> <p>Responses generally create some interest, and partly engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.</p> <p>Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion.</p> <p>Competent planning and preparation.</p>	<p>Capacity to Convey Information Accurately and Appropriately</p> <p>Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.</p> <p>Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.</p> <p>Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.</p> <p>Expression is generally appropriate to the cultural and social context.</p> <p>Some hesitancy in responding. Pronunciation and intonation are understandable.</p> <p>Coherence in Structure and Sequence</p> <p>Generally coherent organisation of information and ideas.</p> <p>Responses generally conform to the conventions of the text type.</p>	<p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.</p> <p>Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor's sentence patterns to respond.</p> <p>Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts.</p>	<p>Interpretation of Meaning in Texts</p> <p>Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.</p> <p>Competent understanding of context, purpose, and audience, supported with isolated examples from the text.</p> <p>Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation.</p> <p>Analysis of the Language in Texts</p> <p>Particular linguistic and cultural features of the text are identified.</p> <p>Identification of stylistic features in the text (e.g. idioms, rhetoric, expressions).</p> <p>Reflection</p> <p>Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.</p> <p>Some reflection on, with mostly description of, own values, beliefs, practices, and ideas in relation to those represented in texts.</p> <p>Some reflection on own learning.</p>
<p>D</p> <p>Relevance</p> <p>Responses partially relevant to the topic and purpose.</p> <p>Responses convey some basic information that may be appropriate.</p> <p>Responses include one or more elements of interest that may engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Some basic treatment of information or ideas relating to simple aspects of familiar topics.</p> <p>Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete.</p> <p>Some planning and preparation.</p>	<p>Capacity to Convey Information Accurately and Appropriately</p> <p>Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.</p> <p>Frequent errors and incorrect selection of words from the dictionary impede meaning.</p> <p>A cohesive device may be used, with some effectiveness.</p> <p>Expression occasionally appropriate to cultural and social context.</p> <p>Frequent hesitancy in responding. Pronunciation may impede meaning.</p> <p>Coherence in Structure and Sequence</p> <p>Some basic organisation of information and/or ideas.</p> <p>Some use of very basic conventions of the text type</p>	<p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.</p> <p>Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.</p> <p>Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers.</p>	<p>Interpretation of Meaning in Texts</p> <p>Keywords and some supporting detail are identified in texts dealing with familiar situations.</p> <p>Some basic understanding of context, purpose, and/or audience.</p> <p>Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.</p> <p>Analysis of the Language in Texts</p> <p>One or more basic linguistic and/or cultural features of the text are identified.</p> <p>One or more stylistic features are identified.</p> <p>Reflection</p> <p>One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.</p> <p>One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are described.</p> <p>Learning experiences are recounted.</p>
<p>E</p> <p>Relevance</p> <p>Responses have limited relevance to the topic and purpose.</p> <p>Responses attempt to convey some basic information, with limited appropriateness.</p> <p>Responses attempt to include an element of interest.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Attempted treatment of simple information relating to one or more aspects of familiar topics.</p> <p>Responses are brief and often rely on a keyword to convey basic meaning.</p> <p>Attempted planning or preparation.</p>	<p>Capacity to Convey Information Accurately and Appropriately</p> <p>Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on Anglicisms to convey meaning.</p> <p>Frequent errors impede meaning.</p> <p>Attempted use of a cohesive device, with limited effectiveness.</p> <p>Limited appropriateness of expression.</p> <p>Always or mostly hesitant in responding. Pronunciation impedes meaning.</p> <p>Coherence in Structure and Sequence</p> <p>Limited organisation of information or ideas.</p> <p>Limited evidence of conventions of text type.</p>	<p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.</p> <p>Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.</p> <p>Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning.</p>	<p>Interpretation of Meaning in Texts</p> <p>Isolated items of information are identified in texts on familiar topics containing simple language.</p> <p>Identification of a context, purpose, or audience.</p> <p>Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).</p> <p>Analysis of the Language in Texts</p> <p>Attempted identification of a basic linguistic feature of the text.</p> <p>Attempted identification of a stylistic feature.</p> <p>Reflection</p> <p>One or more formulaic cultural expressions are identified.</p> <p>One or more of own values, beliefs, practices, or ideas are identified.</p> <p>Learning experiences are listed.</p>

Overall Folio grade: B+

Text analysis - Written - Travail

B+

- ▶ The student identifies and explains **key ideas** from texts, but details are sometimes misunderstood: "he is not sure if he can do it" (text 1), "have more time to benefit their society" (text 2). The student is able to draw **some conclusions about the purpose, audience and message** of the texts: lack of detail about the purpose of text 3 for instance. **Concepts and perspectives are generally identified** and explained, although the student only explains with **some clarity** who presents the most convincing argument in text 4.

PS: Interpretation and Reflection 1 (meaning in texts) = B+

- ▶ The student is able **to explain the functions of linguistic and cultural features with clarity**, when talking about the use of the word 'télétravail' for example. The student provides **some detail in explaining stylistic features** of each text: no mention of stylistic features in question 1 of text 1, "lists all the reasons", "negative tone" (text 2), etc.

PS: Interpretation and Reflection 2 (analysis of language) = B+

- ▶ The student provides **some depth when reflecting on their own values and practices in relation to the texts**: "I would feel happy and inspired [...] encouraged [...] this might change my perspective" (text 1)

PS: Interpretation and Reflection 3 (reflection) = B+

Although some responses lacked detail and some elements of the texts were not fully understood, overall, the student was able to provide elaborate answers to all questions.

Text production - Vel d'Hiv speech

A-

- ▶ The ideas are **consistently relevant to the context, audience, purpose and topic**. The speech addresses students post WWII whilst recounting WWII events/experiences. The speech **consistently convey the appropriate information** and mentions events, opinions/feelings and advice. The text is engaging and **successfully creates the desired impact and interest**. It feels very realistic.

PS: Ideas 1 (relevance) = A-

- ▶ The ideas include **breadth and some depth** (lack of depth in the conclusion) and are **elaborated with additional detail and examples**. The student's work shows **comprehensive planning and preparation** (research about Vel d'Hiv events/conditions is evident, events are realistic).

PS: Ideas 2 (depth) = B+

- ▶ Although the accuracy is inconsistent ("j'étais onze ans", but "avant que nous puissions nous préparer") overall, the student has used an **extensive range of complex structures**: variety of tenses, range of vocabulary, first person singular/plural as well as impersonal structures, etc. **Errors sometimes impede meaning**: "ma liberté [...] et bonne-heure volaient", but the **use of vocabulary and structures is mostly accurate**. The student has used a **range of cohesive devices** rather than sophisticated cohesive devices. The expression is **consistently appropriate to the context**.

PS: Expression 1 (conveying information accurately and appropriately) = A-

- ▶ The information and ideas are **organised logically** (introduction, chronological events, conclusion), and **most conventions of the text type are observed**: imperatives, addressing the audience, etc.

PS: Expression 2 (coherence) = A-

Interaction - Problèmes des jeunes

B+

- ▶ The student's ideas are **consistently relevant** and consistently **convey the appropriate detail, ideas, information and opinions**. The student is able to talk about several issues faced by young people, and is able to answer every question appropriately. The responses **generally create the desired impact and interest**: some response are a little repetitive.

PS: Ideas 1 (relevance) = A-

- ▶ There is **depth and breadth** in the treatment of the topic, **the content is detailed**. The **ideas** are not consistently complex but are **elaborated with additional detail and examples**: detail about the pressure felt by students and its effects, detail about drinking and peer pressure, etc.

PS: Ideas 2 (depth) = A-

- ▶ The student has used **a range of linguistic structures with good control** rather than an extensive range of complex structures. **Errors** are rare and **do not impede meaning**. The student has not used **a range of sophisticated cohesive devices**: ("à mon avis" and "je pense que"). The **communication is effective, with some degree of fluency**, and the student's **pronunciation and intonation is accurate** (only a few errors: "considéré", "estime"). The flow is a little slow at times.

PS: Expression 1 (conveying information accurately and appropriately) = B+

- ▶ The **interaction is maintained on a range of familiar topics**. The student **conveys their interest effectively**. The student uses **a number of communication strategies**, but requires very little support from the teacher (only one translation is asked and all questions are understood). There are **occasional pauses** to search for linguistic resources which sometimes result in the student's idea becoming a little repetitive.

PS: Expression 3 (capacity to interact and maintain a conversation) = B+