

Assessment Schedule – 2025

French: Demonstrate understanding of a variety of extended spoken French texts (91543)

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
0–6	7–12	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 the aim of the Super Tout Nu supermarket</i></p>	<ul style="list-style-type: none"> • They want to create a society with more responsible consumption. • They provide good products without packaging and simplify this way of consumption. 	<ul style="list-style-type: none"> • They want a world without waste and a more responsible consumer society. • They allow people to shop for good products without throwaway packaging in the most practical way possible. • They simplify this way of purchasing so that it enters into everyone's daily routine. 	<ul style="list-style-type: none"> • The two French people who opened the first zero-waste supermarket in France dream of a world without waste and a more responsible consumer society. • The ambition with the creation of Super Tout Nu is to allow people to do their grocery shopping for good products that are free from disposable packaging. • They hope that by simplifying this way of shopping, buying products that do not have packaging can become part of everyday life for everyone.

<p><i>(b) Possible evidence showing understanding of why customers would choose to shop there</i></p>	<ul style="list-style-type: none"> • The products are local. • There are fresh products, including a bakery. • Meat, biscuits, and cheese have no packaging. • Customers will be respecting the environment. • Products cost less. 	<ul style="list-style-type: none"> • The supermarket works with 600 local businesses and offers more than 2000 products. • There is a range of items from dry goods to fresh produce, including a bakery. • All products, including meat, biscuits, and cheese, are packaging-free thanks to a system of grocery shopping where products are loose, with bags provided. • Products have no throwaway packaging, so customers are respecting the environment. • The packaging adds 10–40% to the cost of the product, so products are cheaper. • A range of products in one place means you don't have to go to lots of different shops. 	<ul style="list-style-type: none"> • Although many people want to make better purchases, doing so requires time to go to several shops, as well as planning ahead to take your bags if you are going to buy loose products, but at Super Tout Nu, you can do this in one place, saving time. • The shop offers locally sourced products as they work with 600 local producers and they have a variety of 2000 products, from dry goods to fresh items, including a bakery. • The products, such as meat, biscuits, and cheese, are all free from packaging thanks to the system of purchasing loose produce, and you don't have to remember your bags because reusable bags are provided – some items are even in glass containers, which you bring back to the shop after purchasing. • All the products are provided without disposable packaging, with the idea of respecting the environment, but also the cost is lower because 10–40% of the cost of a product is the packaging, which just gets thrown into the rubbish bin at home. Customers will save 10 to 40 Euros on a 100 Euro shopping cost.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the concept of this TV show</i></p>	<ul style="list-style-type: none"> • It is reality TV. • It is about school from four eras in the past. • They wore clothes and took subjects from different times. 	<ul style="list-style-type: none"> • It is a type of reality TV programme. • The programme has some teachers and 15 junior high school students experience school from four eras in the past. • They wore clothes and took subjects from a long time ago. 	<ul style="list-style-type: none"> • This TV programme, which is a type of reality TV, has some teachers as well as 15 junior high school students experiencing life throughout four different eras from the past. • They wear clothes from the past as well as taking subjects from the different time periods.

<p><i>(b) Possible evidence showing understanding of what Emma gained from participating in the show</i></p>	<ul style="list-style-type: none"> • She learned what life was like for her grandma. • She liked the 80s. • The 80s clothes were stylish. • She had to wash her hands. • It was just like during COVID. • She was shocked to be served wine. • There was sexism until the 1980s. • In the 1930s, girls learned to be perfect future wives. • Boys learned carpentry. • Boys did military exercises. 	<ul style="list-style-type: none"> • Emma found the experience a good way for her to understand how her grandmother grew up. • She has also gained an appreciation for the era in which she currently lives. • Emma enjoyed the 80s as she found the clothing stylish. • The interviewer thought she might be surprised to have to wash her hands before going into class during the first era, but she wasn't – Emma thought it was like during COVID. • Emma was shocked to be served wine at school to protect students from germs. • What she found shocking was the sexism that existed until the 1980s. In the 1930s, the girls learned how to be perfect future wives and to look after babies. • She admits that housework lessons are useful and she no longer has to ask her mum to repair her trousers. • She questions why boys are excluded from learning these things. • While the girls are learning how to be a perfect wife, the boys learn carpentry and do military exercises. • Emma does not criticise what the classes are, but how they discriminate between boys and girls. 	<ul style="list-style-type: none"> • Emma believes that taking part in the TV programme has been a good way for her to gain an appreciation and understanding of how her grandmother grew up. • Her grandmother grew up in a time where there was a clear division and inequality between the sexes, a division that existed right up until the 1980s. • She was shocked to be served wine to protect students from bacteria because there was a lack of clean drinking water. • Having different subjects for girls and boys based on gender bothers Emma. • While she felt that learning about housework and taking care of a baby were useful, and she acknowledges that she no longer needs to ask her mum to repair her trousers, she questions that was offered only to girls, excluding the boys from learning these skills. • Instead, they are busy doing military exercises and learning carpentry – a subject she would be interested in doing herself. • She believes that it would more useful than some subjects that they currently do in junior high school. • It is not what these subjects are that she is criticising, but the fact that they are offered in a discriminatory manner based solely on gender. • Emma seems to have a new appreciation for the equality that she enjoys in the era in which she lives. • Although she enjoyed upskilling in the sewing department, she would quite like to try her hand at carpentry as well.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what commuters are experiencing on trains</i></p>	<ul style="list-style-type: none"> • There is behaviour that is not respectful on the trains. • According to a survey, 85 per cent of travellers are affected. • The most actions that cause problems are: <ul style="list-style-type: none"> - keeping headphones on - putting things on the seat - sitting on a seat for a priority person - talking on the phone. • The trains are busy. 	<ul style="list-style-type: none"> • According to a survey led by Transilien, 85 per cent of travellers are bothered by it. • The rate increases when the trains are full. • The actions that cause problems most frequently are: <ul style="list-style-type: none"> - keeping headphones on during announcements by the driver - getting into a carriage that is already full, rather than choosing an emptier one - putting feet on the seat - not giving up one's seat to a priority person - talking loudly on the phone. 	<ul style="list-style-type: none"> • Transilien conducted a survey that revealed that 85 per cent of commuters were bothered by it, a rate that increased when the trains were more busy. • Among the most frequent examples of bad etiquette were: <ul style="list-style-type: none"> - keeping headphones on or earbuds in during announcements by the driver - behaviour that impacts fellow commuters, such as pushing onto an already full carriage rather than finding an emptier carriage - putting one's feet on the seat - failing to give up one's seat for someone with needs greater than your own. • The behaviour that irritated people the most was talking loudly on the phone, often on hands free!

<p><i>(b) Possible evidence showing understanding of Transilien’s solution, and who it targets</i></p>	<ul style="list-style-type: none"> • They use humour. • It’s called “Because we are all on the same train”. • It encourages people to improve their behaviour, • without judging. • It makes the trips more enjoyable. • The posters have ironic comments. 	<ul style="list-style-type: none"> • They are launching a new poster campaign, full of humour, named “Because we are all on the same train”. • The goal of it is to shed light on these little daily annoyances without judging, but rather to encourage each of us to improve our behaviour to make trips more enjoyable. • The posters feature ironic comments such as “7.03 p.m., France learns that Séverine has planned lasagne for this evening. It’s a shock” and “...I’m pretending I haven’t seen the grandmother who wants to sit down.” 	<ul style="list-style-type: none"> • Transilien has taken a humorous approach with their new poster campaign entitled “Because we are all on the same train” to highlight the annoying behaviours of passengers on the trains. • Through their amusing posters they hope to encourage each person to improve their behaviour in order to make commutes more enjoyable. • One of the ironic comments on these posters is “7.03 p.m., France learns that Séverine has planned lasagne for this evening. It’s a shock” – this comment could be targeted at people who feel the need to speak loudly on the phone. • Another is “I’m pretending I haven’t seen the grandmother who wants to sit down,” which would be targeted at the commuter not giving up their seat, pretending to not have seen so that it’s not their fault.
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