

Assessment Schedule – 2025

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
<i>(a) Possible evidence demonstrating understanding of what change was proposed</i>	<ul style="list-style-type: none"> • Tourists would to pay to enter. • The cost would be 5 euros per visitor. 	<ul style="list-style-type: none"> • When Notre Dame reopened last year, she wanted tourists to pay to enter. • It would still be free for visitors though, as per tradition. 	<ul style="list-style-type: none"> • The Minister wanted to introduce a fee for tourists who visited Notre Dame when the cathedral reopened last year, five years after the fire that almost destroyed it. • Entry for visitors would still be free, which has traditionally been the case.
<i>(b) Possible evidence demonstrating understanding of whether the change should have been implemented</i>	<p>Yes ...</p> <ul style="list-style-type: none"> • It would raise 75 million euros. • The money raised could be used to protect religious heritage in the country. • Access to amazing religious buildings is paid everywhere in Europe. <p>However ...</p> <ul style="list-style-type: none"> • Notre Dame is considered as the nation's common property. • Notre Dame is a part of humanity's heritage. 	<p>Yes ...</p> <ul style="list-style-type: none"> • A symbolic tariff for all tourist visits to Notre Dame should be put in place and the money devoted to protecting the religious heritage in the whole country. • The millions of visitors who come to Notre Dame would be happy to contribute. • Each visitor paying 5 euros would result in 75 million euros per year. • 5 euros is a very small amount compared to the overall expenditure of tourists. • Everywhere else in Europe you have to pay to access the most remarkable religious buildings. <p>However ...</p> <ul style="list-style-type: none"> • French people are proud, whether they are believers or not. • How would the entrance determine those who come to pray from visitors? 	<p>Yes ...</p> <ul style="list-style-type: none"> • Imposing a symbolic tariff for all tourist visits and devoting this money would help protect religious heritage in the whole country, which is why the Minister said it was necessary. • Religious monuments have to be maintained and public resources to achieve this are limited, so the tariff would provide resources for this. • The millions of visitors who go to see these monuments are mostly from overseas and the 5 euro charge proposed is a very small amount compared with their total trip expenditure, and they would therefore be happy to pay a contribution. • It would raise a lot of money – 75 million euros would help significantly with maintaining other monuments but would only cost each visitor 5 euros.

			<ul style="list-style-type: none">• Everywhere else in Europe visitors pay to visit the most amazing religious buildings, so the practice is quite widespread – in fact France is one of the last countries to not employ this measure. <p>However ...</p> <ul style="list-style-type: none">• Notre Dame is considered by the French to belong to the people.• Whether a person is religious or not, they are proud of Notre Dame and emotions run high, it made people cry when it nearly disappeared with the fire.• It is an essential part of history and privatising the access by making people pay would go against everything that French people are.• It would be difficult to control who would be charged, i.e. those who are visiting tourists and those who entering the cathedral to pray.• There are other ways of financing religious heritage without charging entry costs.• Tourists are not happy about the idea as they believe that Notre Dame should be available to everyone – it is part of humanity's heritage.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence demonstrating understanding of what action was taken and why</i></p>	<ul style="list-style-type: none"> • He started a petition for classes in the morning only. • School students in France are concerned about the education system. 	<ul style="list-style-type: none"> • He started a petition for students to have classes only in the morning. • According to the TikToker, all students in France are concerned about the current challenges in the education system. • Students face difficulties linked to an unsatisfactory distribution of their school subjects. 	<ul style="list-style-type: none"> • Believing that school needs to be reinvented, he launched a petition online for students to have classes only in the mornings. • There are challenges in the education system that all students in France are currently facing, according to the TikToker, and especially because students are facing difficulties related to school subjects not being satisfactorily spread out through the school day. • The TikToker wants school students to be able to express their desire to see significant improvements in the education system, so has launched this petition as a way for them to make their voices heard.

<p><i>(b) Possible evidence demonstrating understanding of whether students would benefit from the proposed changes</i></p>	<ul style="list-style-type: none"> • Students would get a better learning experience. • Quality of life at school would improve. • Students would do subjects like Maths, French, English and History in the morning. • Students would do arts, music, and sport in the afternoon. • Student may go home in the afternoon. • Students would get a better balance between concentration and relaxation. 	<ul style="list-style-type: none"> • The Tiktoker believes that having school only in the morning will improve learning and quality of life at school. • Putting more demanding subjects, such as Maths, French, English and History, in the morning instead of at the end of the day would allow students to give more attention to the most demanding subjects. • This is balanced by having more creative subjects, such as visual arts, music, and sport in the afternoon. • Northern European countries have shown that changes like these can contribute to better balance between needing to concentrate and relaxing. 	<ul style="list-style-type: none"> • Changing the school day to have classes only in the morning would apparently improve the learning experience and also the quality of school life for students. • Putting more demanding subjects, such as Maths, French, English, and History, in the morning instead of at the end of the day would allow students to give more attention to the most demanding subjects because their brains are wide-awake in the mornings, whereas in the afternoon, they have more of a desire to sleep and find it hard to concentrate on these subjects. • More creative subjects such as art, music and sport could be better integrated into afternoon programmes, resulting in a more balanced learning approach. • This idea has already been proven to be successful in northern European countries, where it has been shown that changes like these can contribute to better balance between needing to concentrate and relaxing. • Some students, however, may not engage in any activities in the afternoons, if, as suggested, they can just go home instead. • Students who sign are also asking for more changes. The creation of an open space where students can express their feelings and concerns and participate actively in school life could improve the school experience overall, but also improve wellbeing by allowing better communication and more inclusive and respectful environment.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what Brigitte Bardot, Jacques Prévert and Ridley Scott were looking for in Provence</i></p>	<ul style="list-style-type: none"> • Bardot wanted place where she could rest • and have her feet in the water, • facing the sea. • Prévert was looking for a sanctuary. • In 1941 he discovered Saint-Paul de Vence when he was working as a screenwriter. • Scott wanted long, hot summers, • light, • culture, • and peace. 	<ul style="list-style-type: none"> • Bardot wanted place where she could rest and be far from the overwhelming atmosphere of Saint-Tropez • And a refuge where she could put her feet in the water, facing the sea. • Prévert discovered Saint-Paul de Vence while in Nice. • Saint-Paul de Vence offered him a sanctuary from the hustle and bustle of the capital. • Scott had regularly spent time in the Luberon prior to settling there with his family in 1992. • They wanted to take advantage of life, long, hot summers, the light, culture and peace that the Luberon had to offer. 	<ul style="list-style-type: none"> • Ridley Scott, unlike Prévert and Bardot who were looking to escape from fame, is not hiding from stardom. Not only can you experience his wines if you visit his vineyard, but he has a cinema exhibition. • All three stars moved to Provence in search of tranquillity – refuge of sorts, an escape from high profile jobs. Prévert was looking for a sanctuary far from the hustle and bustle of Paris. Bardot wanted a refuge where she could rest with her feet in the Mediterranean sea. • Bardot wanted to be able to come and go unrecognised, and for some time was able to do just that. • Prévert was looking for a quiet place where he could write.

<p><i>(b) Possible evidence demonstrating understanding of how successful each person's move to Provence was</i></p>	<ul style="list-style-type: none"> • Bardot found peace at La Madrague. • It has become a tourist site. • Tourist boats come by her house, shouting over loudspeakers “here is Brigitte Bardot’s house. You can take photos!” • She couldn’t go out on the beach. • She couldn’t swim. • It was intolerable. <ul style="list-style-type: none"> • Prévert lived there for about 15 years. • He wrote some of his most beautiful pages in the village. • His presence attracted people in the film industry to live in the village. <ul style="list-style-type: none"> • Scott has been living there since 1992. • He built a modern wine cellar. • He produces wine of good quality in the traditional Provencal way. • You can visit his vineyard. • You can go to his movie exhibition. • You can discover his wines. 	<ul style="list-style-type: none"> • While for many years Bardot found the peace and anonymity that she was looking for, in the end her house, La Madrague, had become a tourist site. • Tourist boats come past her house as close as possible with their loudspeakers shouting, “here is Brigitte Bardot’s house. You can take photos!” She could hear them from everywhere and could no longer go out on the beach or swim. • It was intolerable. She had to go to her second house, La Garrigue, also in St Tropez, to find the peace that she was missing at La Madrague. <ul style="list-style-type: none"> • Prévert lived there for about 15 years and created close friendships with other great artists of his time. • He worked as a screenwriter and in the quiet of the village he wrote some of his most beautiful work. Other film personalities lived there for a time as well due to his presence in the village. <ul style="list-style-type: none"> • Scott has been living in Provence since 1992. • He has built a modern wine cellar capable of producing very high-quality wines. He is preserving the Provencal winemaking traditions, producing wine according to the rules of the winemaking art. • You can visit his vineyard, which has a movie exhibition, and discover his wines too. 	<ul style="list-style-type: none"> • While Bardot initially found refuge at La Madrague, the impact of the tourist boats turned her paradise into a place that was not tolerable – so much so that she left La Madrague every day at midday when the tourist boats started arriving with their intrusive loudspeakers announcing that this was her house and that they could take photos. This impacted on her privacy as she was no longer able to go out on the beach and go swimming. Dipping her toes in the sea was something that made La Madrague her refuge, and this was taken away from her. • She had ended up having to escape from her place of escape to La Garrigue where she found the peace that she no longer had at La Madrague. She must still love La Madrague if she continues to live there and commute each day to her second house to find peace. <ul style="list-style-type: none"> • For Prévert, living in Saint-Paul de Vence seems to have had a positive effect on his writing. During the 15 or so years that he lived in this quiet village, he wrote some of his most beautiful work and he created friendships with the greatest artists of the time. <ul style="list-style-type: none"> • Scott's escape to Provence can be said to be successful both personally and professionally. It must have been a successful move for Ridley Scott as he has not only been there since 1992, but he has created a business in the Luberon with his vineyard and movie exhibition.
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