

This assessment report is based on assessments for 2023. It may not reflect achievement standards that have been updated.

2023 NCEA Assessment Report

Subject:	French (RAS)
Level:	Level 1
Achievement standard(s):	91966, 91967

General commentary

The examination comprised a variety of texts related to life of young people in New Zealand and France. The texts in each assessment were engaging for candidates. The content of the examination focused on communication between young people in French-speaking countries and those studying French in New Zealand. Questions on each text were scaffolded to allow candidates at all levels to demonstrate understanding of the language and ideas expressed in the text.

Report on individual achievement standard(s)

Achievement standard 91966: Demonstrate understanding of written French related to everyday contexts

Assessment

The assessment consisted of three written texts in French with questions in English based on the texts. The texts related to familiar events for candidates of French working at this level and comprised a variety of formats – an article, a journal entry, and an email. Candidates were required to answer all parts of each question relating to the texts. The texts and questions were a fair test of Level 1 French in terms of the language and vocabulary covered.

Commentary

All candidates attempted all questions for all texts.

Many candidates needed to take more care when unpacking multi-clausal sentences, to ensure that subjects, verbs, and direct and indirect objects were correctly identified in order for the full context to be understood. (i.e. who received the text message, who was sick, and who was meant to play the guitar in the kapa haka performance).

Some of the new vocabulary items included in the revised list, such as headphones, were not understood by a number of candidates.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided accurate information based on the texts that demonstrated an understanding of the text in general

- wrote short answers and did not tend to provide extra detail, or attempted to provide extra detail that was inaccurate or not related to the passage
- showed inconsistencies in parts of their answers, such as mistranslations of less common words, or incorrectly identifying the subjects of verbs within longer sentences.

Candidates who were awarded **Achievement with Merit** commonly:

- demonstrated clear understanding of the text in general
- provided some supporting detail in their answers
- structured their response to provide relevant information, omitting irrelevant details
- presented some inconsistencies in their answers, which resulted in some of the finer details being misunderstood.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated a deep understanding of the whole text
- answered all parts of the questions and provided accurate and relevant detail
- paraphrased information accurately, and summarised the information succinctly
- were precise in their interpretation of the text, making no significant errors with vocabulary and grammar.

Candidates who were awarded **Not Achieved** commonly:

- provided information that was inaccurate.
- did not provide sufficient information in their answers to demonstrate overall understanding of the text
- included information in responses that was not based on the texts
- relied heavily on cognates to try and gain understanding of the text.

Achievement standard 91967: Demonstrate Understanding of spoken French related to everyday contexts

Assessment

The assessment comprised three spoken passages and three questions in English based on the passages. The passages were in different formats – a conversation between a mother and her son, an audio message, and a radio interview. The content of the passages was linked to create a storyline that provided candidates with a clear and interesting context. The content was familiar to candidates at this level, focusing on communication and exchange plans between French and New Zealand young people.

Commentary

Common errors in the understanding of the spoken passages included *passeport* (as sports equipment), *faire des economies* (references made to the economy or flying economy), *petits morceaux* (as mussels), *du chocolat* (as two chocolates), *days of the week* (particularly *vendredi* being interpreted as *mercredi*), *voisins* (as cousins), and *vêtements* (as vitamins).

Grade awarding

Candidates who were awarded **Achievement** commonly:

- attempted to answer all parts of each question

- communicated the general meaning of the text
- provided responses that lacked detail or included information which was not in the passage
- omitted significant section of information when giving evidence.

Candidates who were awarded **Achievement with Merit** commonly:

- demonstrated sound understanding by supporting their answers with almost all the relevant details
- demonstrated some inconsistency in their understanding of tenses, e.g. *tu as acheté* was often interpreted as *tu vas acheter*
- shared some complex pieces of information from the passages, but had inconsistencies in their answers for other sections, such as mistakes with days of the week and vocabulary.

Candidates who were awarded **Achievement with Excellence** commonly:

- made thorough use of the listening notes boxes
- demonstrated thorough understanding of the passages by supporting their answers with detailed and precise information relevant to the question
- addressed the questions directly, using fully constructed sentences that connected their ideas logically and coherently
- demonstrated unambiguous understanding of the tenses used in the passages
- showed understanding of more complex pieces of information, such as the details surrounding Nikau's headphones and the full details of the preparation of the *bougnâ*.

Candidates who were awarded **Not Achieved** commonly:

- provided very little or nothing in response to the questions
- relied heavily on cognates and glossed vocabulary to create their response
- demonstrated minimal to no understanding of NZC Level 1-4 vocabulary and structures or the new vocabulary list.