

## Assessment Schedule – 2017

## Scholarship French (93004)

Question One		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> <li>• makes errors that may hinder communication</li> <li>• expresses some personal opinions, beliefs, viewpoints or ideas</li> <li>• demonstrates some independent thinking</li> <li>• uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response</li> <li>• inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her own ideas</li> <li>• assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• effectively communicates, in a natural way, and in a manner that is fluent and flexible</li> <li>• develops and <b>integrates</b> personal opinions, beliefs, viewpoints or ideas</li> <li>• demonstrates aspects of high level analysis and critical thinking</li> <li>• uses a <b>wide variety</b> of complex structures and vocabulary up to and including CL8 or equivalent that is well-integrated into a synthesised response</li> <li>• interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material</li> <li>• <b>engages</b> the intended audience <b>throughout the response</b></li> <li>• demonstrates <b>highly developed</b> knowledge and skills in written language</li> <li>• expresses ideas with <b>precision and clarity</b></li> <li>• makes <b>logical, clear, concise and relevant</b> use of written language.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• effectively communicates, with <b>sophistication and style</b>, in a natural way, and in a manner that is <b>sustained</b>, fluent, and flexible</li> <li>• develops and <b>integrates sophisticated</b> personal opinions, beliefs, viewpoints or ideas that are <b>perceptive and insightful</b></li> <li>• demonstrates aspects of high level analysis and critical thinking</li> <li>• uses a <b>very wide variety</b> of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a <b>high-level</b> synthesised response</li> <li>• <b>fully</b> interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material and <b>which demonstrate independent reflection</b></li> <li>• <b>captivates</b> the intended audience <b>throughout the response</b></li> <li>• demonstrates <b>sophisticated</b> knowledge and skills in written language</li> <li>• expresses ideas with <b>precision and clarity</b>, in a <b>convincing</b> way</li> <li>• makes <b>logical, clear, concise and relevant</b> use of written language.</li> </ul>
<b>1, 2, 3, 4 marks</b>	<b>5, 6 marks</b>	<b>7, 8 marks</b>

**Question One**

*Selon le texte, pourquoi de nombreux jeunes français, comme Pierre et Armelle, choisissent-ils de quitter la France et quels en sont les bénéfices ? Pensez-vous qu'il soit important pour les jeunes Néo-Zélandais de partir et vivre à l'étranger ?*

According to the text, why do young French people like Pierre and Armelle choose to leave France, and what are the benefits of doing so? Do you think it is important for young New Zealanders to leave and live abroad?

This question requires a response written in French to a passage spoken in French played from a recording.

0–4	5–6	7–8
<ul style="list-style-type: none"> <li>• Progress in languages.</li> <li>• Discover a country, a town, its culture, and customs.</li> <li>• Make friends.</li> <li>• Improve your C.V.</li> <li>• Careful, it is not a holiday, it is real work.</li> <li>• You need to speak the language.</li> <li>• Meet people from all over the world.</li> <li>• Meet your perfect partner/love.</li> <li>• An opportunity to study.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress faster in languages.</li> <li>• Not only visit, but also better understand culture and customs different from your own.</li> <li>• Have the opportunity to meet people you would never have met.</li> <li>• Change of scenery, and of your everyday life.</li> <li>• Show a better side of yourself in your C.V., and gain opportunities you might not have in your country.</li> <li>• Mastering the language is critical, but does not guarantee finding a job.</li> <li>• Discover new ways to relate at work.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain fluency and understanding of the language you could not gain if you stayed in your country.</li> <li>• Open your mind, by discovering new cultures and people, and change the way you perceive the world, and want to see more.</li> <li>• Increase your awareness of your own culture and customs.</li> <li>• Open new opportunities by gaining transferable skills from your work experience. You can also see other ways of working.</li> </ul> <p><i>This answer will also contrast young New Zealanders' reasons for going abroad.</i></p>

**Notes:** Candidate responses are judged holistically. Teachers and candidates should refer to examination paper exemplars from previous years on the NZQA website to help them understand what is required for success in New Zealand Scholarship.

Question Two		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates superficial or limited understanding of the text(s) in English or te reo Māori</li> <li>inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her own ideas</li> <li>assembles ideas that are limited or partially developed and which only sometimes go beyond the given stimulus material</li> <li>offers arguments that are unclear and/or are <b>not supported by effective examples</b></li> <li>presents a descriptive rather than analytical response.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates understanding of the text(s) and justifies his/her own argument(s) in a coherent way in English or te reo Māori</li> <li>interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material</li> <li><b>assembles ideas</b> with precision and clarity in a logical manner, through a synthesised response to the question/statement; <b>arguments are supported by examples that are evaluated</b></li> <li>develops and integrates personal opinions, beliefs, viewpoints or ideas that <b>acknowledge and explore different perspectives</b> and which go beyond the given material.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates understanding of the text(s) and inferences and justifies his/her argument(s) in a <b>sustained, convincing</b> and coherent way in English or te reo Māori</li> <li>interprets and <b>evaluates</b> the stimulus material and makes connections with his/her own ideas that go beyond the given material and <b>which demonstrate independent reflection and extrapolation</b></li> <li><b>assembles ideas</b> with precision and clarity in a logical and seamless manner, through a <b>deliberate synthesised</b> response to the question/statement; <b>arguments are supported by examples that are effectively evaluated; implications are drawn</b></li> <li>develops and integrates <b>sophisticated</b> personal opinions, beliefs, viewpoints or ideas that are <b>perceptive and insightful and which investigate and extensively explore different perspectives</b></li> <li><b>demonstrates insight and independent reflection at the highest level.</b></li> </ul>
<b>1, 2, 3, 4 marks</b>	<b>5, 6 marks</b>	<b>7, 8 marks</b>

**Question Two**

*Why is it important for young people to act as global citizens? Support your argument by*

- *selecting relevant information from the text; and*
- *reflecting on your own experience.*

This question requires a response written in English or te reo Māori, to a text written in French.

0–4	5–6	7–8
<ul style="list-style-type: none"> <li>• Young people want to play an active part as citizens – they want to be consulted. Young people want to be more involved and want to participate in decisions which concern them. They also want to be more politically aware.</li> <li>• There are many countries with youth parliaments which allow young people to be heard.</li> <li>• Many young New Zealanders get involved in positive actions, such as the 40 Hour Famine or the Model UN.</li> <li>• New global citizenship. Global citizen – someone who puts humanity above nationalities.</li> <li>• But modern citizenship also includes concerns for outcasts, and humanitarian actions.</li> <li>• Social forums want young people in the world to communicate, show solidarity, and cooperate.</li> <li>• Many social changes all over the world started in those forums.</li> <li>• Half of the world population is under 30 years old, and 90% of those young people are from developing countries. They need</li> </ul>	<ul style="list-style-type: none"> <li>• They want to be more involved, and want to participate in decisions which concern them. They also want to be more politically aware. <i>(Personal example.)</i></li> <li>• Young people want to live beyond self gratification – to be active young citizens of the world. They are concerned by growing social inequality and for society's outcasts, and want humanitarian actions. <i>(Personal example here?)</i></li> <li>• Their concerns go beyond borders. They use social forums to communicate with other young people of the world to cooperate and support each other. They have brought about many social changes through those forums.</li> <li>• They are aware that 90% of young people are from developing countries and need a voice, and they fight for them to be involved.</li> <li>• They use those forums to put pressure on governments to be more transparent, and blow the whistle / quickly make a stand for justice using social media and the instantaneity of communications. They fight for political and social issues that matter to them and other young people</li> </ul>	<ul style="list-style-type: none"> <li>• Global citizens have no borders. They are inclusive, and want to give a voice to the silent majority – young people who come from developing countries. They are active citizens who are concerned by growing social inequality and for society's outcasts, and want humanitarian actions. <i>(Examples here, based on New Zealand?)</i></li> <li>• They want to be more involved and want to participate in decisions which concern them. They also want to be more politically aware.</li> <li>• They want to change the world. <i>(Example?)</i></li> <li>• They are cosmopolitan, foreigners nowhere. They use social forums to communicate with other young people of the world, to cooperate and support each other to change issues they care about. They have been successful and brought about many social changes through those forums. <i>(One would expect examples here: Lybia, Tunisia, Syria ...)</i></li> <li>• They are aware that 90% of young people are from developing countries and need a voice, and they fight for them to be involved.</li> </ul>

<p>to be involved and to be heard.</p> <ul style="list-style-type: none"> <li>• They want governments to be more transparent. They blow the whistle on injustice in the world they live in, using social media and the instantaneity of communications to quickly make a stand around causes which touch and matter to them. They fight for human rights, as well as environmental issues and international solidarity, without forgetting employability, health and well-being, education, youth safety in war and conflict zones, active and participative citizenship, migration, and equal opportunities (between sexes). Their aim is to reinforce the idea of global and unified citizenship.</li> </ul>	<p>(human rights, as well as environmental issues and international solidarity, without forgetting employability, health and well-being, education, youth safety in war and conflict zones, active and participative citizenship, migration, and equal opportunities (between sexes). Their aim is to reinforce the idea of global and unified citizenship. (<i>Personal stand?</i>)</p>	<ul style="list-style-type: none"> <li>• They use those forums to put pressure on governments to be more transparent, and blow the whistle/quickly make a stand for justice using social media and the instantaneity of communications. They fight for political and social issues that matter to them and other young people (human rights, as well as environmental issues and international solidarity, without forgetting employability, health and well-being, education, youth safety in war and conflict zones, active and participative citizenship, migration, and equal opportunities (between sexes). (<i>Examples based on New Zealand-world/contrast?</i>) Their aim is to reinforce the idea of global and unified citizenship. (<i>Personal stand.</i>)</li> </ul>
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<b>Question Three</b>		
<b>Performance not at Scholarship level</b>	<b>Scholarship Performance</b>	<b>Outstanding Performance</b>
<p>The candidate:</p> <ul style="list-style-type: none"> <li>communicates with limited confidence in a manner that is hesitant</li> <li>expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience</li> <li>inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her own ideas</li> <li>uses a (limited) range of structures, vocabulary and occasional (or little) use of idiomatic expressions</li> <li>speaks with incorrect intonation; accent affects communication; fails to self-correct.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>effectively communicates in a manner that is natural, fluent, and flexible</li> <li>expresses ideas with <b>precision and clarity</b></li> <li>interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material</li> <li>uses a <b>wide</b> variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a synthesised response</li> <li>speaks clearly and concisely with correct intonation; accent has <b>little</b> effect on communication; self-corrects as necessary</li> <li>uses language appropriately such as idiomatic expressions, fillers and pauses that fit the context.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>effectively communicates with sophistication and style, in a manner that is natural, fluent and flexible</li> <li>expresses ideas with <b>precision and clarity</b>, in a <b>convincing</b> way</li> <li><b>fully</b> interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material and which <b>demonstrate independent reflection and extrapolation</b></li> <li>uses a <b>very wide</b> variety of complex structures and vocabulary up to and including CL8 or equivalent, that is <b>well-integrated into a high-level synthesised response</b></li> <li>speaks clearly and concisely with correct intonation; accent has <b>no effect</b> on communication; self-corrects as necessary</li> <li>uses language appropriately such as idiomatic expressions, fillers and pauses that fit the context.</li> </ul>
<b>1, 2, 3, 4 marks</b>	<b>5, 6 marks</b>	<b>7, 8 marks</b>

**Question Three**

*Les jeunes sont de plus en plus mobiles, ouverts sur le monde, et on parle souvent d'une humanité partagée (ou de solidarité sans frontière). A votre avis, peut-on dire que nous vivons dans un monde sans frontières ?*

Young people are increasingly mobile, open to the world, and they often speak of a shared humanity (or solidarity without borders). In your opinion, can we say that we live in a world without borders?

This question requires a spoken response in French, to a question written in French.

0–4	5–6	7–8
<ul style="list-style-type: none"> <li>• Concepts about global citizenship could be drawn upon, but may not be connected with personal ideas and opinions, or only loosely connected – for example, digital technologies help us to become online global citizens without borders.</li> <li>• Concepts about travel may be drawn upon, with reference to personal experiences, but may not be expanded upon.</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts about nationality/what is a nation could be explored.</li> <li>• Concepts about borders could also be explored – what are borders? Physical or cultural?</li> <li>• Personal travel – can a New Zealand passport give you access to all countries? Visas are required. Therefore, not a world without borders.</li> <li>• Certain zones of the world are without borders – Schengen Area: free movement between countries with very little control.</li> <li>• Not a world without borders – references to recent events can be made, e.g. the USA creating a wall along the Mexican border.</li> <li>• Digital and communication technologies create a sense of no borders – can access websites from around the world, contact people from around the world. <i>Personal experience could be drawn upon.</i></li> <li>• Social awareness and participation in global projects, e.g. World Vision – shows solidarity, is a form of global citizenship, and breaks down borders. Could reference the world social youth forums</li> </ul>	<ul style="list-style-type: none"> <li>• Positives and negatives to a world without borders could be weighed up.</li> <li>• Positives – freedom of movement, access to more education, jobs etc could create a more egalitarian society, could encourage more racial tolerance, and better cultural awareness. Enrich societies through music, food, literature ...</li> <li>• Negatives – impacts on economies, conflicts if too many people settle in one place or resources are sparse, could increase racial tension, etc.</li> <li>• Concepts about nationality/what is a nation could be explored.</li> <li>• Concepts about borders could also be explored – what are borders? Physical or cultural?</li> <li>• Personal travel – can a New Zealand passport give you access to all countries? Visas are required. Therefore, not a world without borders.</li> <li>• Certain zones of the world are without borders – Schengen Area: free movement between countries with very little control.</li> <li>• Not a world without borders – references to recent events can be made, e.g. the</li> </ul>

	<p>mentioned in the article.</p>	<p>USA creating a wall along the Mexican border.</p> <ul style="list-style-type: none"> <li>• Digital and communication technologies create a sense of no borders – can access websites from around the world, contact people from around the world. <i>Students should really go beyond and express the exchange of ideas and chances for greater democracy/changes around the world – examples in Tunisia/Syria etc. Personal experience could be drawn upon.</i></li> <li>• Social awareness and participation in global projects, e.g. World Vision – shows solidarity, is a form of global citizenship, and breaks down borders. Could reference the world social youth forums mentioned in the article. Numerous campaigns, such as girls’ education rights worldwide, right to equity, distribution of resources ...</li> </ul>
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