

Assessment Report

New Zealand Scholarship French 2017

Standard 93004

Part B: Report on performance standard

Candidates who were awarded Scholarship with **Outstanding Performance** commonly:

- engaged genuinely with the ideas in the texts and showed understanding of the complexities and implied meaning of the texts
- balanced discussion and analysis of the key points in the texts with a personal response
- demonstrated independent reflection and extrapolation
- made points that demonstrated original thought, perception and insight, and justified points of view coherently, using relevant examples from the text or elsewhere
- addressed all elements of the questions
- maintained focus on the question throughout their answers
- demonstrated sustained, controlled use of written and spoken language at a high level
- showed confidence in their use of French at Curriculum Level 8 and language errors that were made did not hinder communication of the message.

Candidates who were awarded **Scholarship** commonly:

- analysed and evaluated most of the key points in the texts, and showed some evidence that they could make connections beyond the stimulus material
- were often able to demonstrate perception and insight, as well as independent reflection
- did not always answer consistently across all three questions
- offered discussion beyond the stimulus material, when present, which was sometimes conventional in nature, or relied on personal anecdotes or generalisations
- addressed all parts of the questions, but sometimes handled one part less well than the others
- produced answers that were generally focused on the question

Other candidates

Candidates who were **not** awarded Scholarship commonly:

- produced responses that were mainly descriptive rather than analytical or evaluative, often simply translating the text rather than interpreting it
- focused sometimes only on a very narrow section of the text, or showed that they had misunderstood the text in their answer
- attempted to go beyond the stimulus material but stayed very much in the personal zone, recounted personal anecdotes connected with the topic rather than discussing the ideas; relying heavily on generalisations to support their points

- used the topics of the texts as springboards to write general essays about global citizenship, without connecting their essays in any way to the points in the texts
- used a debating style of response, with highly emotive and persuasive language, coupled with sweeping generalisations and unsubstantiated claims
- could not think on their feet during their oral response. Consequently, struggled to remain on task and justify a point of view or even communicate information beyond simple phrases
- did not produce a wide variety of language at the expected level (up to and including Curriculum Level 8)
- made errors in French that significantly hindered communication of the message in their responses.

Standard specific comments

Heritage or native speaker candidates were not automatically advantaged. Most of the descriptors in the assessment schedule were focused on ideas rather than language, and so candidates needed to engage with the ideas in the texts, analyse them, and produce perceptive and insightful responses. This appeared to be the most challenging aspect for many candidates, regardless of whether they were answering in their first or an additional language.

Good performance in the oral section of this examination does require some familiarity with the processes used.

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Previous years' reports

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