

Assessment Schedule – 2018

Scholarship French (93004)

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

Question One

Comment la notion de succès a-t-elle changé pour Blandine et Charles ? Pensez-vous que le travail soit vraiment essentiel pour réussir sa vie ?

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

Broad guidelines for answers – candidates are expected to have shown understanding, meeting most of the answers below, with some original thoughts of their own.

0–4	5–6	7–8
<p>Candidates remain close to the text – understand, but struggle to interpret.</p> <p>From introduction – young people think:</p> <ul style="list-style-type: none"> • It is more important to have a well-paid job than an interesting job. • Their family is important. • They want their own family. • Two children, no more. • Success = family, house, and not wanting for anything. <p>Blandine</p> <ul style="list-style-type: none"> • Her understanding of success has changed. • She believes that it depends on the phases of our lives / our expectations. • Understands now that there are no good or bad career choices. <p>When younger:</p> <ul style="list-style-type: none"> • Thought being good at science meant she should be an engineer. 	<p>Candidates will provide more synthesised information than in 0–4, but answers will not provide the same independent reflection as 7–8.</p> <ul style="list-style-type: none"> • Traditional / stereotypical sense of “success” explained, with reference to family being important – one partner, two children, a house, and having everything you could want or need. • The change in Blandine’s and Charles’ notion of success has largely occurred because of their experiences when confronted with reality in their work and study. <p>Then “unpack”:</p> <ul style="list-style-type: none"> • Blandine realised there are no good or bad choices, just different ones. • If she hadn’t studied engineering first, she may not have discovered what her true passions were. • Studying something that she disliked has allowed her to focus on what she really enjoys, and what she really wants in her life. 	<ul style="list-style-type: none"> • Concept of personal quest – looking for meaning in life, the importance of knowing who you are, your sense of worth. • To be successful, both Blandine and Charles found meaning in life through their jobs. • They contribute to society – one helping the environment and the other helping others physically – becoming selfless seems to be the common denominator. • Success is relative – the concept changes with phases of life and life experience, even with culture – examples could be given by candidates e.g. the concept / definition of success in a different country. • Our perception and understanding of success changes because our circumstances change. We need to be flexible, and accept that the definition of success is not set in stone. • For both, money is no longer the driving force behind their choices. • Needs vs wants (do we need money to survive?), and place and the importance of contribution to society could be

<ul style="list-style-type: none"> • Studied engineering because it led to a good job, and she could be independent, earn a living. <p>Reality:</p> <ul style="list-style-type: none"> • Was miserable, and then ashamed and scared of her parents' reaction, to the point of being depressed. • Took her a while to accept that a change of career was not a waste of time, or ruining her life. • Reflected and kept an open mind, and discovered that she liked / wanted to help others, be challenged, and independent. • Now understands that success is not earning a lot of money in a job you hate. • Choose a job which allows you to grow and to work towards something bigger than you are. <p>Charles</p> <p>When younger:</p> <ul style="list-style-type: none"> • Thought being successful was to have the perfect everything: job, family, marriage by 30. • Success was a goal in itself. • Wanted to 'be somebody'. • Had all of this, and actually was not happy. <p>Reality:</p> <ul style="list-style-type: none"> • Hard. • There is no 'success finishing line' proving 	<ul style="list-style-type: none"> • In some ways, she seems surprised when she realises that she wanted to help others (she tells us 'as a matter of fact'). • For her, work is essential for success, because you spend a large part of your life working, and it is important to be happy with what you are doing. • Lucky that she had the support of her family, which is another essential part of leading a successful life. • Feels that to be successful and grow as a person, you should contribute to something bigger than you, to be able to give the best of yourself. <p>For Charles</p> <ul style="list-style-type: none"> • Work and family have also had a significant impact on his perception of success. • Having it all, reaching his image of perfection (good job, family, friends, respect from others) was not making Charles happy, and he realises this should not have been a goal in itself. • You should be able to be yourself, to belong. • Shouldn't feel like you have to conform to be happy. • Realised that having money does not make you a better person or help you 'belong' meaningfully. • Created his own 'hell', by putting pressure on himself. • He has found happiness by living his values and creating a better world for his 	<p>discussed.</p> <ul style="list-style-type: none"> • Family remains important – as shown in Blandine's example. If her mother had not been supportive, she might not have been able to believe in herself, and embark on a journey of self-discovery. Healthy relationships are therefore important for achieving personal success, as the people in our lives influence us to make different decisions. A supportive relationship, whether it be with family or friends, can make all the difference. An unhealthy relationship, where Blandine was made to feel guilty and bad about herself, may have had different consequences for her. • In the case of Charles, family is his motivation, and through it he found a meaning to his life and happiness. • Success is being able to live your values. Both characters from the text exemplify this. • They realise that success is not measured by having a stable job, a family, and a house – it is measured by choosing to follow your dreams, living your values, and being happy with your life. • Your work is not the sum of your life. But you can find a job, or create a job for yourself, that reflects your true values and allows you to find meaning in your life. • Work may not be an essential component for success in the traditional sense of 'earning lots of money', but it does provide a place to share your values, participate and contribute in a valuable way, and give meaning to your life.
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<p>you are successful.</p> <ul style="list-style-type: none"> • Wants to make the world better for his children. • Now has a job which helps to improve the environment. • He is still learning. <p>His take on a successful life:</p> <ul style="list-style-type: none"> • Working and living with people who enrich his life. • Not caring about his or their income. • Believes if you are happy to go to work in the morning, you made the right choice. <p>Candidate may make some statements about work being important / unimportant to be successful, but these may be generalised, and may not be well supported with explanations and examples.</p>	<p>children.</p> <p>(All details from 0–4 can be used to illustrate a point, but some conclusion, such as the one stated above, must be drawn.)</p>	<ul style="list-style-type: none"> • Putting their skills to use, and feeling fulfilled. • Living the life you choose to live, not the life that someone else said you should live.
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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 – Reading Text		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates superficial or limited understanding of the text(s) in English or te reo Māori inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her own ideas assembles ideas that are limited or partially developed and which only sometimes go beyond the given stimulus material offers arguments that are unclear and/or are not supported by effective examples presents a descriptive rather than analytical response. 	<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates understanding of the text(s) and justifies his/her own argument(s) in a coherent way in English or te reo Māori interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material assembles ideas with precision and clarity in a logical manner, through a synthesised response to the question/ statement; arguments are supported by examples that are evaluated develops and integrates personal opinions, beliefs, viewpoints or ideas that acknowledge and explore different perspectives and which go beyond the given material. 	<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates understanding of the text(s) and inferences and justifies his/her argument(s) in a sustained, convincing and coherent way in English or te reo Māori interprets and evaluates the stimulus material and makes connections with his/her own ideas that go beyond the given material and which demonstrate independent reflection and extrapolation assembles ideas with precision and clarity in a logical and seamless manner, through a deliberate synthesised response to the question/ statement; arguments are supported by examples that are effectively evaluated; implications are drawn develops and integrates sophisticated personal opinions, beliefs, viewpoints or ideas that are perceptive and insightful and which investigate and extensively explore different perspectives demonstrates insight and independent reflection at the highest level.
1, 2, 3, 4	5, 6	7, 8

Question Two

Is the Japanese concept of Ikigai very different from the French definition of well-being? Do you agree that the aspects emphasised in the text give meaning to one's life and / or contribute to a sense of wellbeing?

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

Broad guidelines for answers – candidates are expected to have shown understanding, meeting most of the answers below, with some original thoughts of their own. Definition of the concepts need to contain added dimension, in particular in column 7–8.

0–4	5–6	7–8
<p>To answer the question, candidates could define well-being from the text:</p> <ul style="list-style-type: none"> • OECD studies aspects of life which impact on happiness. • There are subtle differences in the definition of well-being between countries. • OECD countries consider freedom, health, success, and income important to their success / happiness. • Psychologists say that happiness is an objective feeling, and universal. • Language has an influence on the way one thinks. <p>Then look at the concept of ikigai:</p> <ul style="list-style-type: none"> • Iki means life, gai has several interpretations regarding fulfilling our hopes. • Ikigai has several possible translations (candidate to mention some) – the reason to be, the salt of life, the joy of living, a life worth living, or even the reason for getting up in the morning. • In Japan, ikigai is used to talk about 	<p>Candidates are likely to define well-being, using information in column 0–4.</p> <p>Then are expected to compare and contrast concepts of Ikigai and well-being. They might challenge some of the concepts, but will struggle to justify, remain quite general. Top candidates might approach a few of the points made in 7–8 columns, but less well integrated.</p> <ul style="list-style-type: none"> • Gives opinions regarding aspects about life satisfaction / well-being, but these will largely be personal. • Could comment on the challenge introduced by the way the text is written: this is a subjective feeling – is measuring happiness possible? (Then quote psychology research etc.) <p>This is supported by the fact that:</p> <ul style="list-style-type: none"> • Our language changes the way we see the world: <ul style="list-style-type: none"> ○ Has an influence on the way one thinks, and therefore creates a 	<p>Candidates' thoughts will be clearer and their essay easier to follow – aspects of the texts will be meshed together to answer the question – most likely will be able to challenge some concepts, supported by examples from the texts, but also their experience.</p> <p>Main aspects emphasised are:</p> <ul style="list-style-type: none"> • Work, contributing to wider society / the lives of others. Although the three main points emphasised with regards to French well-being are health, life satisfaction, and education. • Life satisfaction and well-being are concepts which will have different meanings in different countries and different cultures, perhaps also for people who come from different socio-economic backgrounds. Could provide examples / explanations here. • Varied perspectives could be shared about volunteering and its role in life satisfaction. <p>Direct comparisons between ikigai and</p>

<p>finding the meaning of life.</p> <ul style="list-style-type: none"> • A Venn diagram is often used to help us link passion, profession, and being useful in and / or to the world. • It helps us develop our potential, but it also improves the life of others. • It is about finding value in the things that we like to do, by developing our talents and skills that will benefit others. <p>And what French consider as well-being:</p> <ul style="list-style-type: none"> • French consider that health, satisfaction with their lives, and education are the three most important aspects of well-being. • After family, work is one of the essential elements in the French identity. • Like in many countries, one of the first questions asked when meeting someone for the first time in France is “what do you do?” • Surveys show that people volunteer, and the text says that volunteering makes people happier. • These volunteers express much greater life satisfaction than others. <p>They will struggle to come to a conclusion, or will make statements which are not justified with points from the text.</p> <ul style="list-style-type: none"> • Candidates might mention the graphs, but struggle to link them to their point / draw conclusion. 	<p>different relationship with the world, particularly with regards to abstract concepts and ideas.</p> <ul style="list-style-type: none"> ○ For example, ikigai does not exist in French (or English for that matter). ○ Ikigai can be all at once a reason for being and a source of well-being, and is a term that has no direct equivalent in French. <ul style="list-style-type: none"> • Because of the different meanings of the words iki (life) and gai (fulfilling hope), Ikigai therefore has several possible translations (candidate to mention most) – the reason to be, the salt of life, the joy of living, a life worth living, or even the reason for getting up in the morning. • In Japan, the word is used to talk about an intense passion that helps us to find meaning to our life. • The fundamental principal of a true ikigai is that it not only helps us to develop our potential and enrich our own lives, but it also improves the life of those around us. • In contrast, at first glance it would seem the French define happiness through good health, good lives, and good education – but this is changing, as work is now considered part of a person’s identity. • Digital technologies have changed the purpose of work; it is slowly changing from merely being a way to meet your financial needs to a path towards personal fulfilment, by ‘blossoming’(flourishing) personally, and making a difference. • Also, people show more solidarity and 	<p>French bien-être can be made:</p> <p>Differences:</p> <ul style="list-style-type: none"> • Slightly different purpose between the concept of ikigai and the concept of well-being. • Ikigai is to help you develop your potential, and enrich your life by finding value in what you like to do, and developing your talents and skills to do so. It is essentially finding your reason to be. • Bien-être is not about finding your reason to get up in the morning, but more about finding life satisfaction. • Bien-être is more about health, life satisfaction, and education. • However, the concept of bien-être is also evolving into something that appears more similar to aspects of ikigai. <p>Similarities:</p> <ul style="list-style-type: none"> • Although not in the top three most important aspects identified in the better living study, work remains important for French people, just as it is important in the concept of ikigai. • In the new changing notion of bien-être and living well, French are placing more importance on the idea of making a difference, and flourishing (blossoming) as part of their work. • As a result, becoming more collectively minded and giving your time for others, even volunteering, is becoming an important part of life satisfaction. • This is similar to ikigai, in that it is not only
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<p>Table 1</p> <ul style="list-style-type: none"> Describe the graph: passion / profession / mission and vocation – the link between talent / being paid / what the world needs / what you like. <p>Table 2</p> <ul style="list-style-type: none"> Uses the list of what French people find important, to hopefully support their point. Candidate might choose to compare this whole list to ikigai, and discuss differences. <p>Table 3</p> <ul style="list-style-type: none"> Might describe the distribution of volunteers: education and cultures. Social services, sports and ‘others’, maybe attempt to link them to what they do. <p>Table 4</p> <ul style="list-style-type: none"> State that between 20% and 50% of adults are volunteers. 	<p>give more of their time to volunteer. It has become an important factor contributing to well-being in France.</p> <ul style="list-style-type: none"> Surveys show that this has a positive effect for the volunteers and the people who benefit from it. Work and giving to others are therefore the essential vectors for self-fulfilment and accomplishment in France. It gives meaning to life, and allows one to feel useful to society. <p>They will come to some form of conclusion, using information from the text, but will either be clumsy and / or struggle to go much beyond information from the text or obvious statements such as ‘money does not make you happy’.</p> <p>Candidates might use the graphs to support their points:</p> <p>Table 1</p> <ul style="list-style-type: none"> The equal weight of passion / profession / mission and vocation – the link between talent / being paid / what the world needs / what you like. <p>Table 2</p> <ul style="list-style-type: none"> Could state the fact that what French people find important is very widespread – there is not a lot of difference in percentage between the top and bottom choices. Candidates might choose to compare this whole list to Ikigai, and discuss 	<p>about improving your own life but also improving the life of those around you. It is about developing your skills to benefit others. It also connects profession with mission.</p> <p>Candidates might use the graphs to support their points:</p> <p>Table 1</p> <ul style="list-style-type: none"> The equal weight of passion / profession / mission and vocation – the link between talent / being paid / what the world needs / what you like. (Here the difference is on the interpretation of those headings.) <p>Table 2</p> <ul style="list-style-type: none"> Could discuss the fact that what French people find important is very widespread – there are 10 rubrics between Income (at 8.63%) and Health (10.74%), and candidates could discuss the validity of the conclusion in the article. After all, finding a home, having work, a good work-life balance, and work satisfaction is as important as caring for the environment in terms of percentage. <p>Table 3</p> <ul style="list-style-type: none"> The volunteers are evenly distributed between education and cultures. Social services, sports and ‘others’. How would this compare to New Zealand? Would this volunteering be needed in Japan, if adults have found their perfect
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	<p>differences.</p> <p>Table 3</p> <ul style="list-style-type: none"> • Might describe the distribution of volunteers: education and cultures. Social services, sports and 'others'. Linking this to their own experience? <p>Table 4</p> <ul style="list-style-type: none"> • State that between 20% and 50% of adults are volunteers. • People who are employed and have high income, volunteer more than unemployed or low-income families. 	<p>ikigai?</p> <p>Table 4</p> <ul style="list-style-type: none"> • Between 20% and 50% of adults are volunteers. • People who are employed and have high income, volunteer more than unemployed or low-income families. Draw some conclusion.
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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 Three – Speaking		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> communicates with limited confidence in a manner that is hesitant expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her own ideas uses a (limited) range of structures, vocabulary and occasional (or little) use of idiomatic expressions speaks with incorrect intonation; accent affects communication; fails to self-correct. 	<p>The candidate:</p> <ul style="list-style-type: none"> effectively communicates in a manner that is natural, fluent, and flexible expresses ideas with precision and clarity interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material uses a wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a synthesised response speaks clearly and concisely with correct intonation; accent has little effect on communication; self-corrects as necessary uses language appropriately such as idiomatic expressions, fillers and pauses that fit the context. 	<p>The candidate:</p> <ul style="list-style-type: none"> effectively communicates with sophistication and style, in a manner that is natural, fluent and flexible expresses ideas with precision and clarity, in a convincing way fully interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material and which demonstrate independent reflection and extrapolation uses a very wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a high-level synthesised response speaks clearly and concisely with correct intonation; accent has no effect on communication; self-corrects as necessary uses language appropriately such as idiomatic expressions, fillers and pauses that fit the context.
1, 2, 3, 4	5, 6	7, 8

Question Three – Speaking

« La vie ressemble à un conte ; ce qui importe, ce n'est pas la longueur, mais sa valeur » Sénèque.

A votre avis, qu'est-ce qui vous aide, vous soutient et vous prépare à construire une vie qui a du sens ? Comment donnez-vous déjà du sens à votre vie ?

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

Some reference to the text is expected – mainly at level 0–4, with little personal input, or personal examples which are not anchored. Candidates may share personal experiences. This marking scheme is very open, and consists of suggestions only.

0–4	5–6	7–8
<ul style="list-style-type: none"> • In the first part of the question, candidates will mention activities supporting them in building a meaningful life – such as school / family / media / books / real life experience / sports / religion, but keep it as an example without truly justifying their choice, or entering into a debate about their value. • In the second part of the question, candidates would mention any contribution to other people's lives, through a range of conduits such as volunteering / forum contribution, but go beyond the more obvious into maybe pursuit of knowledge / travelling. Again, these would be kept as an illustration rather than debating. <p>Some of these discussions are expected:</p> <ul style="list-style-type: none"> • Meaning of life: ikigai concept would be included here, as it is about the pursuit of meaning in one's life. Examples taken from the texts. • Meaning through work. • Meaning through volunteering. • Choosing a job which allows you to grow, 	<ul style="list-style-type: none"> • In the first part of the question, candidates are expected to mention aspects of their lives supporting them in building a meaningful life – for example, education, whether through school / family / media / books, and real life experience / sports / religion. • In the second part of the question, candidates would mention any contribution to other people's lives, through a range of conduits such as volunteering / forum contribution, but go beyond the more obvious into maybe pursuit of knowledge / travelling. • In those two aspects, candidates are expected to question a little which prepares / supports them best. <p>Those aspects of the debate included in the two texts are likely to be mentioned, and hopefully linked (although probably clumsily) to the discussion:</p> <ul style="list-style-type: none"> • Meaning of life: ikigai concept would be included here, as it is about the pursuit of meaning in one's life. Examples taken from the texts – but better understood and explained: finding a passion, and 	<ul style="list-style-type: none"> • In the first part of the question, candidates would have to discuss aspects of their lives, such as education – whether through school / family / media / books – and other real life experience / sports / religion, and explore how those support / prepare them in building a meaningful life. The second part of the question, where candidates would mention any contribution to other people's lives through a range of conduits such as volunteering / forum contributions, going beyond the obvious into maybe pursuit of knowledge / travelling, is expected to be integrated with the first part. <p>Woven through those, candidates are expected to include some form of discussion about:</p> <ul style="list-style-type: none"> • What a meaningful life is according to the text, and according to them (as in 5–6, but with more insight). • Could mention changes in society, and possibly role of religion. • Could mention change in technology, and how contributing to others' happiness is also changing.

<p>and to work towards something bigger than you are.</p> <ul style="list-style-type: none"> • Not about earning money. • Make the world better. • Family gives meaning to life: supports us, guides us, etc. • Meaningful could be having the perfect everything: job, family, marriage ...? • Success was a goal in itself. • Wanted to 'be somebody'. • Had all of this and actually was not happy. • Finding value in things we do / like. • Asking ourselves what make us happy, as it is likely to be the things which are meaningful. • Mention OECD findings – freedom, health, success, income important to their success / happiness, so give meaning to life? 	<p>translating it into a job which benefits others.</p> <ul style="list-style-type: none"> • So, linking it to their experience at school, how the candidate envisages their future. Support given in school – advice from parents, other students, university, careers advisors etc. • Relate it to the listening examples: not fall into the trap of believing that we are on one track but that there are multiple choices open to them, they need to find their ikigai. Consequently, they will be choosing a job which allows them to grow, and to work towards something bigger than they are. <p>Could also mention</p> <ul style="list-style-type: none"> • Finding meaning through volunteering (40 hour famine etc) as they want to make the world better. • Meaningful could be having the perfect everything: job, family, marriage ...? Discuss the values of family etc. • Could also discuss and challenge the statement that success can(not) be a goal in itself. • Might explore the fact that culture / language affects definition of happiness / fulfilment, and what makes a life meaningful. 	<ul style="list-style-type: none"> • Could argue, again, about the vilification of money – as many 'successful' people (Bill Gates, Richard Branson, Steve Jobs, Elon Musk etc) have changed people's lives ... and contrast it to the listening text – discuss whether those successful people were seeking acceptance, as in the listening text, or enjoying themselves and adding value to other people's lives. These people found their ikigai as they developed their potential, and enriched their lives by finding value in what they like to do, and developed their talents and skills to do so. They found their reason to be, and contributed to others' lives. • Could also use negative examples, and support the 'wrongness' of seeking money and fame regardless of personal journey, using examples from the text and in real life (there are plenty there), citing suicide rates of famous people etc. • Candidates would be expected to 'have a point' or 'make a stand' using examples from personal life (some), from the texts, and from readings / real life to draw and articulate conclusion about what a meaningful life is, and what supports them in gaining it, as well as building it. • Might use the OECD countries study, which shows most populations consider freedom, health, success, and income important to their success / happiness, or the French study to explore the fact that culture /language affects the definition of happiness / fulfilment and what makes a life meaningful, compared to New Zealand experience / their experience.
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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.

Cut Scores

Scholarship	Outstanding Scholarship
14 – 20	21 – 24