

# Assessment Report

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### Part A: Commentary

These achievement standards provided candidates with a variety of text types to listen to and read, and required them to interpret the information, ideas, and opinions presented.

Candidates who were confident in their knowledge of vocabulary provided in the Level 1 and Level 2 lists had a high chance of success. Their knowledge allowed them to provide detailed evidence to answer questions confidently, as well as move beyond lexical comprehension to demonstrate an understanding of nuance and implied meanings. The most successful candidates were able to draw justified conclusions from the information provided, while also demonstrating a firm grasp of the language structures appropriate for this level.

### Part B: Report on standards

**91118: Demonstrate understanding of a variety of spoken French texts on familiar matters**

Candidates who were awarded **Achievement** commonly:

- demonstrated understanding of the passages, but with minimal detail; misinterpretation of specific lexical items hindered their attempt to provide accurate evidence, e.g., “*histoire*” translated as history, “*école*” as alcohol, and “*demain*” as two hands
- made limited use of the spaces provided for listening notes.

Candidates whose work was assessed as **Not Achieved** commonly:

- gave answers that showed a lack of understanding of the passages
- supplied inaccurate evidence.

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

- showed strong general understanding of the passages, but did not provide evidence of finer details
- used their listening note spaces effectively and included important information from these notes in their answers.

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

- demonstrated a clear and full understanding of the passages in well-written answers
- gave concise inferences that were based on the texts
- demonstrated understanding of finer nuances and more complex language structures.

### Standard-specific comments

Some candidate responses were repetitious and padded with details that were not in the texts.

Some candidates had difficulties with lexical items that have more than one meaning (e.g., *propre*) and / or misinterpreted words with similar homophones (e.g., “*demain est pour nous*” was often translated as “tomorrow and for us”).

Numbers and dates were sometimes incorrect or not attributed to the correct detail (e.g., 1994 became the price of the concert or the number of people attending).

Candidates in the future are encouraged to proofread their answers to ensure they make sense.

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## 91121: Demonstrate understanding of a variety of written and/or visual French texts on familiar matters

Candidates who were awarded **Achievement** commonly:

- gave some basic information, but did not include a range of evidence from the texts.

Candidates whose work was assessed as **Not Achieved** commonly:

- gave overly imaginative interpretations of texts
- copied large chunks of French directly from the texts without demonstrating any understanding.

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

- demonstrated good understanding of the texts overall, but lacked some detail or provided some inaccurate information
- attempted to show understanding of inference by simply saying something in a different way, summarising or giving their personal opinions.

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

- understood the texts in their entirety, giving detailed information as evidence to justify their answers
- were able to infer from the texts.

### Standard-specific comments

Some candidates interpreted “Use detailed evidence from the text to justify your answer” as a need to quote directly from the text in French. This did not allow them to demonstrate their understanding of the text.

False cognates resulted in misunderstanding in some responses (e.g., “*rester*” – to stay, not to rest, “*demander*” – to ask, not demand, in the context of the text).

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## Previous years' reports

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