

Assessment Report

Level 2 French 2017

Standards **91118** **91121**

Part A: Commentary

Those candidates who achieved well demonstrated an understanding of both the NCEA Level 1 and 2 vocabulary lists, including basic facts of time and an outline of the key grammar that is expected at this level.

Successful candidates responded to the questions based on the information provided in the texts. They are not expected solely to demonstrate their broader cultural understanding or general knowledge. It is advised that candidates avoid simple translation of sections of the text as this can prevent them from fully demonstrating their understanding. In order to achieve at Merit and Excellence level, students need to show that they can select appropriate information.

Part B: Report on standards

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

Candidates who were awarded **Achievement** commonly:

- showed general understanding of the texts, despite some lexical confusion
- showed understanding of either the text as a whole but missed key details OR showed understanding of some key details but lacked overall understanding
- used personal opinions to answer the questions rather than details from the text
- did not always take adequate listening notes.

Candidates who were assessed as **Not Achieved** commonly:

- did not understand the overall point of the text
- provided illogical answers
- were unfamiliar with vocabulary from Level 1-4 of the New Zealand Curriculum
- did not use the listening notes boxes
- formulated answers around isolated lexical items rather than overall meaning.

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

- demonstrated clear understanding of the texts but did not fully address the question
- drew conclusions, but did not support these with detailed evidence from the text

- missed or misinterpreted key details
- had a clear system for taking listening notes
- showed familiarity with a range of tenses although these were sometimes confused in their answers
- tended to write in full sentences in accurate English.

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

- wrote detailed answers which were clearly linked to the questions at all times
- drew conclusions based on all relevant information provided throughout the text
- included all key accurate details
- did not allow personal opinions to interfere with their answers, but always based their answers on information provided in the text
- synthesised evidence from different parts of the texts to support their answers.

Standard specific comments

Successful candidates showed a wide range of vocabulary and demonstrated understanding of tenses. They used the questions to help formulate their answers by including key words as starting points. They also used all the relevant information provided in the text and drew conclusions and justifications from it.

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

Candidates who were awarded **Achievement** commonly:

- had a weak knowledge of the Level 2 vocabulary, particularly the more complex items
- were short on detail or lacked coherence in their answers and so missed crucial pieces of evidence in their answers
- showed little evidence of having proof read their answers.

Candidates who were assessed as **Not Achieved** commonly:

- gave responses that were often unclear or incoherent
- answered based on their own general knowledge rather than an understanding of the text.

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

- communicated some or most of the meaning in an unambiguous way
- showed an understanding of the gist of the text but did not expand their answers
- organised answers carefully and eliminated basic errors through proof-reading
- demonstrated a good knowledge of lower level and Level 2 vocabulary items and could decipher more complex sentence structures.

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

- showed thorough understanding of the texts and could communicate meaning using supporting detail and examples from the text
- showed excellent command of the full range of vocabulary items at both lower levels and Level 2, and could determine meaning accurately by recognising linguistic links
- provided clear, unambiguous and complete responses, well-integrated with surrounding context
- provided all possible detail to support their answers and could make logical and accurate inferences as necessary.

Standard specific comments

[French subject page](#)

Previous years' reports

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