

National Certificate of Educational Achievement

2011 Assessment Report

French Level 2

- 90395 Listen to and understand spoken texts in French in less familiar contexts**
- 90398 Read and understand written texts in French in less familiar contexts**
- 90399 Write text in French on a less familiar topic**

COMMENTARY

This was the final year for examinations to assess these achievement standards.

Listening

The Listening standard enabled candidates to demonstrate their level of ability well. The quantity and level of 'Excellence' points was sufficient to test the most able candidates and the level of Merit and Achievement points were fair for others. Question One was relatively straightforward, Question Two proved to be the easiest, and Questions Three and Four the most difficult.

Reading

The Reading standard targeted the correct level of language and structures. It provided good opportunities for candidates to achieve at all levels. Successful candidates knew their Level 2 vocabulary and structures well. They identified the meaning of the French and conveyed it accurately in English, with relevant detail. The highest-achieving candidates were able to answer fluently and accurately, mentioning the keywords required. Candidates did not always proofread their answers; some were confusing, hard to understand, and/or contradictory.

Question One was the easiest for candidates and Question Three the most difficult. A very common mistake was not translating 'Françaises' as French women. A very few candidates answered the paper entirely in French. Their responses were generally of high quality, and they were awarded grades accordingly.

Writing

The Writing standard offered candidates the chance to express their opinions, give information, develop and support their ideas, and use a wide range of tenses. There were a lot of outstanding essays, showing candidates working well beyond Level 7 and using strategies and techniques to produce a very polished essay. Candidates made good use of the page provided to plan and draft their answers.

The magazine article on happiness was a very popular choice and quite challenging, as it involved discussing the candidates' personal philosophy for finding happiness in life. The wording 'what you think it takes' was not always interpreted as needing to give advice. Generally, it was well done and allowed scope for using material candidates had studied such as the Health topic.

Fewer than 5 per cent of candidates chose the 'back to nature' topic; however, it is a very relevant and appropriate topic that elicits just the sort of language that teachers would be looking for at Level 2.

Many candidates chose the language learning topic and wrote very impassioned essays in support of learning French and other European languages. It worked very well as a topic and gave an interesting insight into senior French classes in New Zealand.

The vast majority of candidates chose the holiday topic, which 'worked' very well, and candidates provided responses at all levels. Surprisingly, most felt they had too many holidays. Some used this topic to write a prepared essay on a francophone country, which did not always work, as they ignored the bullet points.

STANDARD REPORTS

90395 Listen to and understand spoken texts in French in less familiar contexts.

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- understood some details
- answered most questions
- included some incorrect material
- had a reasonable knowledge of the NCEA Levels 1 and 2 vocabulary and were able to recognise words in context.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not answer all questions or did not read the question carefully
- identified isolated pieces of information only
- showed evidence of misinterpreting numbers and tenses
- showed an inadequate knowledge of NCEA Levels 1 and 2 vocabulary.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- read the questions carefully
- showed evidence of having made notes
- identified most of the information required
- wrote more complete answers
- had a sound knowledge of NCEA Levels 1 and 2 vocabulary.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- gave complete answers that appeared to have been proofread
- understood the use of different tenses in the text and answered in English accordingly
- had a comprehensive knowledge of NCEA Levels 1 and 2 vocabulary and structures

90398 Read and understand written texts in French in less familiar contexts.

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- had a basic understanding of NCEA Levels 1 and 2 vocabulary and structures
- did not always answer the question
- understood the gist/parts of the passages but missed the finer details
- gave irrelevant information.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- wrote answers that were too brief
- showed evidence of having misunderstood the text and/or the question
- showed poor understanding of NCEA levels 1 and 2 vocabulary.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- wrote enough to provide a reasonably detailed answer
- showed a sound understanding of NCEA levels 1 and 2 vocabulary and structures
- interpreted the requirements of the questions correctly
- interpreted verb tenses accurately.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- wrote comprehensive answers
- demonstrated a comprehensive understanding of NCEA level 2 vocabulary
- demonstrated an excellent understanding of grammar and tenses
- showed evidence of having read the text carefully and interpreted complicated information correctly.

90399 Write text in French on a less familiar topic

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- wrote relevant information, following instructions given
- wrote about at least two of the three required bullet points
- used some correct language at Curriculum Level 7
- used language that could be understood despite errors.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- wrote insufficient content to adequately address the topic
- included irrelevant material and/or ignored the bullet points
- included only one or none of the bullet points
- used language that was almost all below Curriculum Level 7
- wrote so inaccurately that their ideas could not be understood.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- developed at least two of the bullet points
- included references to personal situations
- used Curriculum Level 7 language to express ideas, including a range of tenses and higher level vocabulary
- were able to give advice and make suggestions using the conditional tense
- generally wrote accurately so that their essays were easy to read and 'flowed', yet may still have had some instances where communication was unclear.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- wrote in-depth responses to the tasks, using introduction, fully developed paragraphs, and a conclusion
- may have included quotes or citations from French works they had studied
- expressed personal opinions strongly and confidently and, at times, persuasively or passionately
- gave examples from their own life to support information or opinions
- used rhetorical questions
- adapted their language appropriately to suit the style required by the task i.e. they thought about their audience
- consistently used Curriculum Level 7 language with sophisticated vocabulary and structures that included the conditional, passive, and subjunctive
- used a range of tenses appropriately
- wrote fluently with a very high level of accuracy.