

National Certificate of Educational Achievement

2011 Assessment Report

French Level 3

- 90558 Listen to and understand complex spoken French in less familiar contexts**
- 90561 Read and understand written French, containing complex language, in less familiar contexts**
- 90562 Write text in French, using complex language, on a less familiar topic**

STANDARD REPORTS

90558 Listen to and understand complex spoken French in less familiar contexts

ACHIEVEMENT

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

- showed a basic level of understanding of the text but missed details
- answered only parts of the questions
- understood when language was being used literally but not when it was being used metaphorically eg *l'échec* was often understood as 'chess' rather than 'failure' in its contextual meaning
- were familiar with a reasonable amount of Level 3 vocabulary
- made some use of the Listening Notes boxes.

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:

- identified individual words but not structures or groupings of words
- did not recognise basic grammar structures or vocabulary required for Level 3
- did not address the requirements of the questions.

ACHIEVEMENT WITH MERIT

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

- showed a detailed understanding of the text
- used the Listening Notes boxes
- included all the information in responses, rather than selecting only that which was relevant.

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:

- used the Listening Notes box to jot down notes either in French or English
- identified the relevant information from their notes to best answer the question, and included only that in their answers
- provided supporting detail from the text where it was required
- showed understanding of key qualifying clauses eg *depasser les lignes en coloriant*
- showed sufficient understanding of the passage to be able to interpret the details, idioms, and expressions
- distinguished between words with similar sounds eg *tu/tout, lever/laver, eux-mêmes/humains*.
- used key words from the question in their answers, and so gave more focused answers e.g. 'The key disadvantage is ...'

OTHER COMMENTS

The listening standard was at an appropriate level, and most candidates demonstrated at least a basic level of understanding. Candidates who answered in English mostly demonstrated comprehension by virtue of expressing the French ideas in English, but candidates who answered in French without in any way paraphrasing (i.e. those who treated it as a dictation) were usually able to get Achievement or Achievement with Merit, but did not show the level of comprehension required for Achievement with Excellence.

90561 Read and understand written French, containing complex language, in less familiar contexts

ACHIEVEMENT

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

- showed understanding of most key words and some of the ideas
- made a list of the positive aspects of Paris / Province (in Question One & Question Two) rather than pulling the ideas together
- gave an awkward English translation of the French text
- answered Question Two as an opposite of Question One i.e. city versus country living
- showed evidence of grasping the main idea but didn't make appropriate links
- mistranslated words capable of more than one meaning e.g. *sortir* translated as "to leave", instead of "to take out"
- showed evidence of having missed or misunderstood little words such as articles, adverbs, prepositions e.g. *beaucoup d'entre elles* became *many enter*, *pas aussi cool* was read as *pas assez cool*
- showed evidence of not having proofread answers and wrote some highly unlikely statements such "two hundred million people leave Paris every year".

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 ensure their answers addressed the question
- recognised key words but misunderstood them e.g. *le boulot*, *c'est capital* became *they like to work in the capital*, *la ville lumière* became *Paris has electric light*
- did not include key words e.g. *n'est qu'une étape* became *isn't a stage*, thus changing the meaning
- wrote key words without the context of a sentence
- wrote key words in French without explanation e.g. their *boulot* is capital
- gave alternative answers e.g. *face/eyes covered*

ACHIEVEMENT WITH MERIT

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

- showed evidence of a good knowledge of the language used
- showed evidence of having read the questions and understood what information was required
- showed evidence of having read the texts carefully
- gave mostly accurate detail across all questions
- linked some of the information gathered from the texts across the three questions relating to the first text.

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:

- demonstrated a detailed knowledge of Curriculum Level 8 language
- showed evidence of having read the questions and texts thoroughly
- made correct decisions on what kind of information was required for each of the questions on the first text
- made sophisticated links drawing together information from different parts of the text e.g. *Paris would never be boring because it is vibrant, exciting and stimulating with restaurants, bars, but it also has quiet areas and parks where you can go bike riding*
- showed evidence of having drawn three clear conclusions from the three parts of the text in Question Four.

90562 Write text in French, using complex language, on a less familiar topic

ACHIEVEMENT

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

- wrote on the topic sufficiently, covering at least three bullet points
- made limited but satisfactory use of Curriculum Level 8 language
- used sufficient comprehensible language and level of accuracy to convey their ideas
- were at or relatively close to the word limit.

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 amounts to satisfy the requirements of the topic chosen
- used little Curriculum Level 8 language appropriately
- wrote off topic
- did not display accuracy in language so that communication was not achieved overall.

ACHIEVEMENT WITH MERIT

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

- used a variety of language at Curriculum Level 7 and 8 with some confidence and accuracy
- addressed the question with three to four bullet points covered
- structured the response quite cohesively
- demonstrated some ability to include personal response, which created greater interest.

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:

- showed style, confidence, and often personal response with originality
- showed an excellent command of Curriculum Level 7 and 8 language
- used French idiom appropriately
- maintained a high level of accuracy in their language.

OTHER COMMENTS

Task 4 (In a Workplace) and Task 5 (Speaking Out) were the most popular as they were the least prescriptive, allowing students to show their skills in writing.