

National Certificate of Educational Achievement

2012 Assessment Report

French Level 2

- 91118 Demonstrate understanding of a variety of spoken French text(s) on familiar matters**
- 91121 Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters**

COMMENTARY

The two standards allowed candidates to effectively demonstrate their level of ability. Successful candidates were conversant with the NCEA Levels 1 and 2 Appendices as well as being able to recognise and understand different tenses.

Most candidates were able to approach the two standards with some confidence and there were few candidates who did not attempt every question. This is very important with Grade Score Marking because even fragmentary answers may contribute to the overall score.

The best candidates were able to identify what the question was asking and produced some very astute answers. They clearly had a broad knowledge of the range of language taught at this level and were able to make connections between different parts of the text or draw conclusions from a range of viewpoints.

Successful candidates addressed the questions by using the wording in the questions as a starting point for their answer. They confined their answers to the information given in the text and used all of the relevant information in the text to support the answer. They looked for information in more than one sentence of the text locating information that was scattered throughout the text, not necessarily in question order. They were able to make inferences from the information in the text and proofread their responses.

STANDARD REPORTS

91118 Demonstrate understanding of a variety of spoken French text(s) on familiar matters

ACHIEVEMENT

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

- understood most of the text – that is they grasped the gist of it
- provided most of the information/details required
- understood the general requirements of the questions
- translated sections of or provided information from the text that was not relevant to the question
- built up an answer around one or two words, sometimes misconstruing the message, e.g. “living a rich and authentic life without lies” became variations on “rich people” and “people who lie”
- made a guess at the meaning of a word (a valid skill), however not one that made sense in context e.g. “patient” became “passionate”
- when words had more than one meaning, they selected the wrong one e.g. “coffee” instead of “café”
- sometimes repeated and/or rephrased the same things several times without adding to the information provided, that is they wrote answers that were lengthy and confusing
- made some use of the “listening notes” boxes.

NOT ACHIEVED

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

- had limited understanding of the text
- provided information that was incorrect, inadequate, confusing or contradictory
- wrote very brief responses, for example short sentences or single words
- made little use of the “listening notes” boxes.

ACHIEVEMENT WITH MERIT

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

- demonstrated a clear understanding of the text
- selected most of the relevant details required to answer the question well
- showed an understanding of the text as related to the question, correctly interpreting the information and presenting the answer in the manner required by the question e.g. taking the mainly negative view given of the exchange student in the text and saying how an ideal exchange student would be
- displayed a clear understanding of words with more than one meaning e.g. *café, même, toujours, histoire*
- distinguished in meaning between different adverbs e.g. *souvent, d’habitude*
- listened carefully for subtle changes e.g. *film drôle, histoire d’amour* – not both “films”, *ne...plus* as opposed to *ne...pas*
- included little words to provide a complete answer
- understood the meanings and uses of reflexive verbs e.g. *se voir, se retrouver, se renseigner, se sentir*
- understood “*manquer*” correctly
- made good use of the “listening notes” boxes, noting down extended amounts of text correctly with few omissions or errors.

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 comprehensive understanding of the text by writing very full answers with most or all details correct
- made copious use of the “listening notes” boxes, and transferred relevant details to the questions for which they were required
- correctly identified key points and noted them down accurately
- showed an excellent ability to combine clear understanding of the question with correct interpretation of the text and to provide a concise and correct answer with all relevant details
- understood the more difficult items of vocabulary
- consistently included all of the little words to provide a complete answer e.g. “*vouloir plaire*”
- understood all the information in an extended sentence and included all details in their answer e.g. “seek to develop individuality and succeed at exams rather than be popular” or “not about having lots of friends or wanting to please others”

- made valid inferences from the texts.

91121 Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters

ACHIEVEMENT

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

- understood the key points
- had some errors in understanding the basic information but had sections of correct detail
- selected appropriate French text but answered partly in French, partly in English.

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:

- answered only part of a question
- misunderstood the question and selected an incorrect part of the text
- wrote a few key words rather than sentences which would have completed their answer
- recognised key words but misunderstood their context
- misunderstood verb tenses and so gave an inappropriate answer.

ACHIEVEMENT WITH MERIT

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

- gave accurate basic information with some correct detail
- misunderstood idioms
- attempted an inference or justification but did not support it from the text
- omitted finer details or more challenging phrases.

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:

- read the questions and understood what they were being asked to do
- demonstrated thorough and detailed understanding of the language used
- gave comprehensive answers
- linked the question to the information in the text.

OTHER COMMENTS

Although translation forms no part of the exam, nevertheless it is important that candidates demonstrate that they have understood the relevance of verb tenses used, e.g. *Quand ils seront adultes je les préviendrai* ... should show that candidates are aware that the double future in French is a French idiom, not an English one, and that this was a statement referring to a future time; it was not in the imperfect or the conditional.

Much of these three texts was written in the first person, nevertheless it was inappropriate to use the first person in an answer requiring the reporting of information in the third person. Many candidates switched between first and third persons with no apparent awareness that this was incorrect.

Some of the trickier phrases were:

Je ne le referai plus jamais

On semble oublier ... (A passive translation was best here)

Au lieu de

La vie qu'on attendait de moi

Plus une personne commence à boire jeune...plus elle a (elle was quite often thought to refer to girls)

Faute d'avis plus clairs...