National Certificate of Educational Achievement

2013 Assessment Report

French Level 1

90878   **Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance**

90881   **Demonstrate understanding of a variety of French texts on areas of most immediate relevance**

COMMENTARY

Candidates often repeated the question or went off on tangents, referring to their prior knowledge, rather than working on what was in the text. They tended to make errors about days of the week/were less specific than they might have been or included irrelevant details that did not answer the question.

Listening notes boxes were sometimes used to good effect. More able candidates appeared to divide the box up into sections that reflect the parts of each question for easy reference.

STANDARD REPORTS

90878   Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:
• expressed the basic gist required from each question
• understood the meanings of many higher frequency words and phrases
• attempted most parts of each question.

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 commonly:
• attempted very little of each question
• wrote isolated words
• confused the meaning of the text scenario
• moved away from the text in their responses
• showed little understanding of even high frequency French vocabulary.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:
• attempted full responses to each part of each question
• responded with relevant detail in each section of each question
• demonstrated familiarity with some low frequency language
• used the text to formulate the responses – selecting appropriate information.

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 commonly:

- gave full responses to each part of each question
- exemplified excellent knowledge of both high and low frequency vocabulary and language features
- distinguished between linguistic subtleties e.g. "*Les Français*" as opposed to "*le français*"
- selected information appropriately and included all relevant detail where applicable
- expressed their responses in clear, well written language and had proofread to ensure there were no inconsistencies within their responses.

90881 Demonstrate understanding of a variety of French texts on areas of most immediate relevance

ACHIEVEMENT

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

- showed global understanding of the texts despite some lexical errors, e.g. translating *beaux paysages* as 'beautiful passages'
- understood the gist of the text, but missed the detail OR showed detailed understanding of a section of the text but did not understand the gist overall
- were able to understand present and past tense concepts
- were often confused by words with more than one meaning, e.g. *femme, fort, étrangers, toujours, histoires* and *assez*, by phrases such as *avoir envie de*, and by *faux amis* such as *blessé*
- used only one part of the text to answer the question, rather than finding all relevant information.

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 commonly:

- wrote very brief answers, often containing only one or two words, e.g. Papa, Maman (Q1)
- wrote answers that showed only partial understanding of concepts, e.g. 'swimming pools, visiting Auckland' (Q2)
- made logical assumptions that were not supported by the text, e.g. "She's worried about not speaking English well" (Q2), or mistranslated key lexical items, e.g. "She likes to study the history of other cultures" (Q4)
- displayed some lexical knowledge, but wrote the information in an inappropriate section, e.g. "likes music, does homework" under Others' opinions (Q4)
- were unfamiliar with basic vocabulary e.g. family members, and unable to identify past tenses.

ACHIEVEMENT WITH MERIT

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

- read all sections of the answer paper before writing in order to know what content was required under each heading/question on the answer paper
- had a reasonable level of lexical knowledge, and were able to make sense of such phrases as *tout le monde, promenade en bateau* (often mistranslated as 'a walk on a boat'), and *partir à la neige*
- were familiar with formulaic phrases such as *il y a vingt ans*, and modal verbs e.g. *je dois remplir, je veux faire* and negatives
- were able to understand more complex sentences
- wrote answers that demonstrated a detailed understanding of the texts, OR attempted to show implied meanings/draw conclusions but did not support these with detailed evidence from the text
- wrote more than they were given space for, and tended to write full sentences.

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 commonly:

- wrote answers that demonstrated a consistently detailed understanding of the texts and then included a comment to indicate what this implied, using phrases such as "which shows that" or "which implies that"
- ignored the amount of space given to them, and wrote all that they could under each of the headings
- understood the connections between different sections of the text, e.g. understood that Anne-Sophie was concerned that she might not have time to go to the beaches in the far north (Q2)
- understood the higher-level lexical items, such as *lui* ('him', not 'her' or 'they'), *je n'ai pas l'impression de* (which was, surprisingly, the most challenging phrase of the whole paper, and misread as either *je n'aime pas l'impression de* or *je n'ai pas l'intention de*).
- were precise and accurate with detail, e.g. *un peu partout, je dois pouvoir courir…*