

National Certificate of Educational Achievement

2013 Assessment Report

French Level 2

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

COMMENTARY

The 2013 Level 2 French examination provided a fair test of candidates' ability. The texts were at an appropriate level and length for Level 2 and covered topics that were relevant and familiar to candidates working at this level of the Curriculum. The texts provided a range of ideas, vocabulary, idiom and cultural content which could be accessed by all but the very weakest candidates yet also provided challenge for the best candidates.

Successful candidates had a thorough knowledge of the NCEA Level 1 and 2 vocabulary lists and a sound understanding of relevant grammar points. The great majority of candidates made an attempt to answer every question. The best candidates were able to identify what the questions were asking and produced some very astute answers. They were very familiar with the range of language taught at this level and were able to make connections and draw conclusions from the text as a whole.

STANDARD REPORTS

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

ACHIEVEMENT

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

- expressed the basic gist required from each question
- understood the meanings of many higher frequency words and phrases
- made some use of the "listening notes" pages
- wrote some irrelevant details, sometimes repeating the same information in a single answer
- understood parts of the text and built a response around them
- mistook the meanings of words e.g. "million" instead of "mille"
- focused on the text and did not read the question carefully or focused on the question and did not understand the text fully.

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:

- attempted very little of each question
- wrote isolated words
- confused the meaning of the entire 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 typically:

- responded with relevant detail in each section of each question
- demonstrated familiarity with some low frequency language
- used the “listening notes” pages
- Showed an understanding of the text and the question, correctly interpreting the information and presenting the answer in the manner required by the question
- Displayed a clear understanding of words with more than one meaning (*étrangers, même*)
- listened carefully for nuances of language (e.g. *un autre vol, une des plus vieilles*).

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
- 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*”
- expressed their responses in clear, well written language and had proofread to ensure there were no inconsistencies within their responses.

OTHER COMMENTS

Candidates generally handled the novel format of Question One well (candidates were asked to state what a list of numbers referred to). However it was surprising that candidates at this level struggled with higher frequency language generally studied at lower levels. Numbers in particular proved challenging, for example in Question Three, many students had difficulty with the date 1160. In Question Four, candidates struggled with *meilleures notes* and *à l'étranger*.

Some candidates (those often working at the Achieved level) failed to consider the logic of their responses. Increased proofreading would have ameliorated this. For example in the question about Pitcairn Island, the teacher's salary ranged anywhere between 24 million and 420 million dollars. Likewise the number of people studying at Montpellier represents a sixth of the world's population. Other illogical answers included “Montpellier is one of the oldest universities in the world, dating back to 1960”. At the other end of the historical timeline, the university was often quoted as being 160 000 years old.

The higher levels of Merit and Excellence required comprehension of language chunks such as ‘one of the oldest’. Comprehension of *dont* in context proved one of the most difficult phrases of this standard – in the phrase ‘parties I will remember my whole life’.

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:

- made meaning of the French texts
- demonstrated basic knowledge of Levels 1 & 2 vocabulary, structures and idioms
- provided answers based on evidence in the texts
- expressed their ideas simply.

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:

- showed insufficient understanding of the texts
- lacked a basic knowledge of Levels 1 & 2 vocabulary, structures and idiom
- misunderstood the meaning of key words, e.g. “*un petit homme*” is not “a little house”
- wrote creative answers not based on evidence from the text.

ACHIEVEMENT WITH MERIT

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

- demonstrated a clear understanding of the vocabulary, structures and idioms of Levels 1 & 2
- selected relevant information from the texts
- expressed their ideas clearly using evidence from the texts
- made some inferences or connections justified by the texts.

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 thorough understanding of the broad range of French used in the exam
- were able to extract concerns, rules, comparisons from the texts
- justified their ideas unambiguously using evidence from the texts.

OTHER COMMENTS

There is a strong correlation between the time candidates spend in the exam and their final score.

Many candidates who left early would have been able to improve their grade just by proof-reading their answers. In order to achieve with Merit, candidates should be endeavouring to consistently “communicate unambiguously”.

At this level of the curriculum, texts are longer and responses to questions require more than direct translation. Achieving with Excellence or Merit is not just a question of language knowledge, it often requires making links.

The best candidates took their time and paid attention to their scripts to ensure their answers were of the highest possible quality. Appropriate time management is a key skill for success at this level.