National Certificate of Educational Achievement

2014 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

The majority of candidates dealt well with the language from Levels 1–6 of The Zealand Curriculum. The questions seeking higher level language and justification of opinion tested high performing candidates. Questions that required practical reasoning proved difficult for many candidates.

Numbers, while often taught at lower levels of the Curriculum proved extremely challenging to all but the most able of candidates.

Candidates dealt well with tense markers – the majority of candidates could distinguish between the past, present and future. Higher level candidates included tense markers consistently.

Candidates often went off on tangents, referring to their prior knowledge, rather than working on what was in the text. Higher level candidates were able to understand and explain cultural references and link their answers back to the text.

Nuances indicated through the use of pronouns, adverbs and qualifiers distinguished higher performing candidates.

Questions that had the format of giving an answer/opinion backed up by an explanation proved difficult in that candidates would often give their explanation but not give their initial answer /opinion.

Higher level candidates were able to explain and differentiate meaning in their own words rather than simply translating the text word for word.

Very few of the candidates who answered in French were able to re-work the language to demonstrate thorough understanding. Those who simply copied large sections of the text in French did not demonstrate understanding beyond knowing that the answer was located within that section of the text, and thus did not score well.

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:
- understood basic information
- missed out on details.

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 commonly:
- used glossed vocabulary to fabricate answers

- only used cognates to make sense of the story
- wrote very little
- understood isolated bits of information.

ACHIEVEMENT WITH MERIT

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

- understood and added more details to their responses e.g. "tired but happy".

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:

- understood the whole text, with lots of details
- explained their answer
- were able to compare and contrast
- showed a thorough understanding of the nuances of meaning in the passage and conveyed this information clearly e.g. "although driving a car is more convenient, this option is not the best as Aroha's mother doesn't like driving and her sister is only 15 years old, so she can't drive".

OTHER COMMENTS

Candidates need to clearly indicate their answer when the format of a question requires them to make a choice. Many candidates did not choose or state their choice or they wrote reasons for both which led to long answers.

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:

- recognised basic vocabulary
- summarised some of the information
- gave approximate / paraphrased meaning
- did not include detailed information or qualifiers (e.g. souvent, assez, trop)
- omitted key information such as time phrases (e.g. je viens de)
- included some misunderstanding or ambiguity in the answer.

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 commonly:

- identified some discrete items of vocabulary especially cognates (e.g. les sciences) but did not understand the overall meaning of the text
- made inaccurate assumptions and conclusions
- gave little information which related to the question and / or text.

ACHIEVEMENT WITH MERIT

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

- included detailed information demonstrating clear understanding
- included adverbs and qualifiers such as quite, often, always, demonstrating understanding of nuance
- demonstrated understanding of more difficult vocabulary e.g. angry
- attempted implied meaning without linking to the text e.g. so I think she is happy in school
- identified different tenses e.g. he intends to go to New Zealand soon
- gave full answers – "she likes science because she is in the same class as her best friend"
- provided answers which were consistently correct without ambiguity.

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:

- linked the implied meaning with the text e.g. "she must be a dedicated student and enjoy school as she often meets her friends in the library at lunch where they start their homework together"
- expanded on the basic meaning of the text using comparison e.g. Although...
- included all information in the text with full details
- gave full answers and linked reasons to sound evidence
- showed deeply considered reasoning with support from the text "He has a passion for languages and cultures and he will be able to be closer to these things in France because its closer to the rest of the world than N"
- may have make a lexical error (e.g. dix - six) but the rest of the answer was a high quality response
- interspersed opinion with evidence rather than translating the text word for word and then adding an opinion phrase at the end e.g. "so I think Chris will stay in France".

OTHER COMMENTS

Candidates should avoid using the words presumably, perhaps etc. in their answers as this, more often than not led to answers being based on outside knowledge rather than that of the text.