National Certificate of Educational Achievement

2014 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

Candidates sitting the Level 2 French examinations in 2014 were able to demonstrate their understanding of the French language and Curriculum Objectives at Level 7. The texts across the two standards provided a variety of gender unbiased contexts of interest to both urban and rural dwelling candidates. There was a range of vocabulary and language features as well as opportunities for candidates to demonstrate higher level thinking in their responses.

Topics in 91118 covered in the examination ranged from All Blacks in the First World War – an acknowledgement of the centenary of the War's beginnning to Wwoofing (willing workers on organic farms) that linked the Learning Languages area with potential employment and travel prospects.

The range of topics covered in 91121 included the New Zealand language business success story of "Language Perfect", once again highlighting the potential usefulness of language learning as well as the novel idea of the "Cat Café" in central Paris.

The most successful candidates had a thorough understanding of the vocab appendices for Levels 1 and 2 and were able to use these words in context – identifying their specific use within a sentence. They were then able to use this understanding to select the most relevant way to respond to the question.

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 commonly:

- provided part of the information correctly
- made some use of the "listening notes" pages
- built responses around one or two words that they had understood
- relied on knowledge of higher frequency words.

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:

- provided very little correct information
- wrote incomplete sentences or disjointed words
- provided confusing or contradictory information
- made little use of the "listening notes" pages.

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 good understanding of the text
- showed an understanding of the text and the question
- correctly interpreted the text and used it to present the required answer
- included details to provide a complete answer
- distinguished between various tenses.

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:
- demonstrated comprehensive understanding of the text
- wrote full answers with most or all details correct
- made extensive use of the "listening notes" pages
- used all available lines to write their answers
- displayed the ability to correctly identify key points and to note them down accurately
- understood the more difficult items of vocabulary correctly
- understood the nuances of language within the texts.

OTHER COMMENTS

The first text provided a straightforward entry point in to the exam with a focus on past tense activities. Candidates struggled with the sense of some words, for example many candidates misheard "malade" and interpreted it as a first name "Mallard". Some candidates delighted in creating a proverb, for example:

"Sick or abandonded, flowers or books
It is not all about your looks
What is important is what you do for others
Happiness comes from helping each other"

Numbers proved challenging to all but the most able candidates. Increased proofreading may have been beneficial in some instances. For example, in Question 3 some candidates wrote that the children rose at 4:20am to work with their parents on the farm for 12 hours which does not seem likely.

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 commonly:
- showed global understanding of the texts despite some lexical errors
- understood the gist of the text, but missed the detail
- understood present and past tense concepts, e.g. je voulais parler

- -used only one part of the text to answer the question, rather than finding all relevant information
- used prior knowledge or personal opinion to expand their answers, rather than the text.

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:

- did not understand the gist of the text
- wrote very brief answers
- relied on understanding cognates e.g. "visit a spa, do yoga"
- wrote answers that showed only partial understanding of concepts
- based their answers on their own knowledge / opinions rather than 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 commonly:

- read all sections of the answer paper before writing in order to know what content was required
- had a good level of lexical knowledge
- were familiar with past and future tenses
- wrote answers that demonstrated a detailed understanding of the texts
- understood that justification of their conclusions needed to come from the text
- wrote answers that clearly addressed the questions
- understood individual lexical components of some of the more complex 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:

- drew conclusions based on information gathered from different parts of the text
- understood details of language e.g. pronouns
- understood low frequency words e.g. se consacrer, se dépêcher
- conveyed understanding of more complex sentences by not simply translating word for word
- demonstrated thorough understanding by providing a lot of detailed information in their answer
- selected the information they gave, and wrote answers that were relevant to the question.

OTHER COMMENTS

Candidates' responses should at all times be based on the text that they have read (or heard) and not on their own general knowledge or personal preferences. The question about the "Cat Café" led to many responses where candidates discussed their friends' allergies to cats or the concern of fur in the food but which did not necessarily answer the question.

As for 91118, candidates with a good understanding of the Level 1 and 2 vocab appendices performed better. Words such as "peur", "fier" and "chose" were commonly misinterpreted. Lexical items such as "se consacrer" and "sans se depecher" were generally understood by only the highest performing candidates