

National Certificate of Educational Achievement

2014 Assessment Report

French Level 3

- 91543 Demonstrate understanding of a variety of extended spoken French texts**
- 91546 Demonstrate understanding of a variety of extended written and/or visual texts**

COMMENTARY

Both the Listening and the Reading standards enabled candidates to demonstrate their level of competence in French. Most candidates coped with the content capably and made intelligent use of the glossed vocabulary.

Time management was an issue for some candidates. A few clearly able candidates left insufficient time to complete fully Question 3 of the Reading examination.

Candidates should be discouraged from answering either standard in French unless they are able to express their answers using language which is significantly different or re-worked from the language of the text. Those who copy or use language which is substantially from the text are generally not demonstrating understanding at more than an Achieved level.

Thorough understanding in both listening and reading standards, i.e. Achievement for Excellence, requires candidates to expand on relevant information or draw inferences, however, their response must be able to be justified by the text. Candidates are not required to interpret text “beyond the lines”.

STANDARD REPORTS

91543 Demonstrate understanding of a variety of extended spoken French texts

ACHIEVEMENT

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

- showed a basic level of understanding of the spoken passages, but missed details
- answered most questions
- attempted to write full sentence answers
- understood some of the dates and numbers used
- made some use of the Listening Notes boxes.

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:

- showed little understanding of the spoken passages
- were unable to answer all the questions
- did not understand most of the dates or numbers used
- did not use/made little use of the Listening Notes boxes
- misread/misinterpreted the question.

ACHIEVEMENT WITH MERIT

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

- provided most of the information required
- wrote more complete answers
- understood the use of various dates and numbers in the spoken passages and answered appropriately
- used sensible guesswork to fill gaps in answers
- made notes in the Listening Boxes before attempting answers.

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 clear and complete answers which appeared to have been proofread
- understood all the content of both spoken passages
- understood the use of different tenses, dates and numbers and answered accordingly
- made extensive use of the Listening Notes boxes.

OTHER COMMENTS

Although this examination proved to be challenging for candidates to gain Achievement with Excellence, most candidates coped well with the content and made intelligent use of the glossed vocabulary.

It is clear that candidates who make full use of the Listening Notes boxes before attempting their answers, are able to make relevant points with substantial justification, write legibly and sequence their answers.

91546 Demonstrate understanding of a variety of extended written and/or visual texts

ACHIEVEMENT

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

- showed enough vocabulary knowledge to understand the gist of the texts
- focused on basic information
- showed a basic level of understanding of the texts but missed details
- attempted to address the questions in their answers
- were sometimes vague or unclear in their answers, i.e. not communicating clearly
- 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:

- showed little understanding of the texts

- did not address the question in their answers
- did not attempt to answer all questions
- misunderstood/did not understand the texts due to a lack of vocabulary knowledge
- wrote only a line or two for each questions, thus giving insufficient evidence
- sometimes used general knowledge to answer, rather than basing their answer on information in the texts.

ACHIEVEMENT WITH MERIT

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

- showed a wide knowledge of vocabulary which demonstrated that they had understood more than the gist of the text
- gave some detail in the answers to most questions
- explained key points, rather than just lifting passages from the texts
- gave clear answers which communicated their information well.

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:

- had a very strong knowledge of vocabulary
- knew which part of the texts to choose in order to answer each question accurately
- showed perception and a high degree of comprehension
- were able to summarise or draw conclusions from the information in the texts
- justified or supported their answers with evidence drawn from the texts
- ordered their thoughts and sequenced their responses skilfully to create convincing answers.

OTHER COMMENTS

Candidates generally managed the reading standard with confidence and were able to demonstrate their level of ability well.

Question 1 was particularly well done. It was clear that many candidates had some clear ideas on environmental issues.

Candidates should be encouraged to read all questions before beginning their answers. It was clear that some very able candidates had not managed their time sufficiently well to complete Question 3 fully. Many candidates found Questions 2 and 3 based on the second text to be much more difficult than Question 1.

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.