

# 2015 NCEA Assessment Report

French Level 3 91543, 91546

## Part A: Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

Candidates must realise that “demonstrate clear meaning” involves SELECTING RELEVANT INFORMATION ... FROM THE TEXTS” (Merit) and “demonstrate thorough understanding” involves EXPANDING ON RELEVANT INFORMATION ... FROM THE TEXTS WITH SUPPORTING DETAIL” (Excellence) - See Achievement Standard Explanatory Notes. Excellence does not require knowledge / answer outside of the text, but requires candidates to make logical inferences, links, deductions based on the text. “Explain, in your opinion...”, for example, AS91546, Qu.2b, requires an opinion FORMED FROM INFORMATION FROM THE TEXT; it is NOT a suggestion that candidates should express their own personal opinion

*Candidates will:*

*Analyse ways in which the target culture is organised for different purposes and for different audiences” (NZC: Learning Languages, Levels 7 & 8)*

The “teaching” and “acquiring” of cultural knowledge is implied in all classroom activities. Candidates may have no specific knowledge of the context of a text (what a president/mayor does, the architecture of Paris and Lyon), but none is required for the purposes of responding to either spoken or visual texts in French, although the candidate with a broader ..knowledge of aspects of French culture is clearly able to engage more confidently with the context. Candidates should understand that they receive no credit for mixing French and English in their answer, e.g. copying a piece of text which they don’t understand, and inserting it randomly into their English answer. Practice with basic examination technique, such as allocating time to each question, would ensure that candidates attempted all questions. Space for answers is always problematic and can only be an indication of the length of answer required. Candidates should be encouraged to use the spare paper at the end of the answer booklet and to request extra paper if necessary, rather than squeeze their responses into the margins of the page.

## Part B: Report on standards

### 1. Assessment Report for 91543: Demonstrate understanding of a variety of extended spoken French texts

<b>Achieved</b>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>showed a basic level of understanding of the text but missed details</li> <li>answered all or most questions</li> <li>attempted to write full sentence answers</li> <li>made use of the listening notes boxes.</li> </ul>
<b>Not Achieved</b>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> <li>showed little understanding of the texts</li> <li>did not answer all questions</li> <li>made little or no use of the listening notes boxes</li> <li>misread or misinterpreted questions.</li> </ul>
<b>Achieved with Merit</b>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> <li>made good use of the listening notes boxes</li> <li>wrote more detailed answers which provided most of the information required</li> <li>largely understood the use of various dates and numbers in the texts</li> <li>proofread their answers.</li> </ul>
<b>Achieved with Excellence</b>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> <li>made extensive use of the listening notes boxes</li> <li>understood and synthesised all or almost all the information given</li> <li>understood the use of different tenses, numbers and dates in the text and answered accordingly</li> <li>gave complete answers which appeared to have been carefully proofread as they were clear, concise and non-repetitive</li> <li>were able to justify their responses with information drawn from the text.</li> </ul>

<b>Standard specific comments</b>	<p>Most candidates were able to make meaning of the passages they heard. Many candidates used Listening Notes Boxes effectively - adequate space given. Candidates who made full use of the Listening Notes Boxes to gather all information were able to respond more clearly and legibly.</p> <p>Most candidates were able to respond to the factual information required for Question 3(a) and Excellence candidates were able to explain the significance of the figures given.</p> <p>Candidates should understand that it is not necessary to repeat the question in its entirety at the start of their response, e.g. Qu.1(a)(i) "Explain what the interviewer says about the role of women in politics in France"; "The interviewer says..." is sufficient to demonstrate that the candidate has read the question.</p> <p>A question worded "Explain in your own words..." is designed so that candidates avoid a word for word translation but use selected information from the text (See Commentary above).</p>
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## 2. Assessment Report for 91546: Demonstrate understanding of a variety of extended written and/or visual texts

<b>Achieved</b>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>• understood basic information</li> <li>• did not attempt some parts of questions ( notably the opinion type)</li> <li>• ran out of time</li> <li>• did not look carefully at tenses; so 3b and 3c poorly understood; also 4a</li> <li>• did not recognise numbers: <i>seize</i> especially (translated as size)</li> <li>• muddled dates</li> <li>• misunderstood prepositions : <i>limité à 37m</i> translated as <i>limited by 37m</i></li> <li>• <i>dans un endroit</i>: in a place, rather than into a place</li> <li>• were not sure of vocab: <i>terrain; un peu de; rendre; profiter; ou/où; abriter; ;démolir; ancien; 2 meanings of la cuisine ; plutôt; la formation; elle sort; peu commune</i></li> <li>• did not read questions carefully</li> <li>• wrote their own opinions rather than basing answer on text.</li> </ul>
<b>Not Achieved</b>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> <li>• as for Achieved</li> <li>• did not allow time to finish, i.e. Q3 and Q4 brief answer or none</li> <li>• or understood very little.</li> </ul>
<b>Achieved with Merit</b>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> <li>• understood vocab and tenses</li> <li>• read and answered questions carefully</li> <li>• some ran out of time, or did not answer some parts of questions.</li> </ul>
<b>Achieved with Excellence</b>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> <li>• were confident with tenses, vocab</li> <li>• gave all or most of detail</li> <li>• recognised exactly which part of the text answered the question</li> <li>• were able to select and link information.</li> </ul>
<b>Standard specific comments</b>	<p>Candidates found the topics relevant and the pictures helpful, especially Qu. 4 Good range of structures and vocabulary from basic to advanced tested all candidates. Candidates could have more practice in "selecting relevant information" and in forming more succinct answers. Most candidates found the opinion questions difficult and failed to make inferences from the text and use the text as evidence for their opinion.</p> <p>Candidates are presumed to have a basic knowledge of French geography (See NZC Learning Languages, Levels 7 &amp; 8 quoted above), but all information required to respond to the questions was in the text.</p>