

2023 NCEA Assessment Report

Subject:	French
Level:	Level 2
Achievement standard(s):	91118, 91121

General commentary

The examination required candidates to listen to and read texts in French, then respond to questions to show understanding of information, concepts, and opinions within. Both standards had relevant topics and the vocabulary used through each passage was at the correct level.

Candidates who were successful had a very good level of understanding and knowledge of French Level 2 vocabulary, idioms, and grammatical structures. Candidates who were awarded Excellence also showed understanding of the implied meaning of the text, without straying from it by adding too much personal interpretation.

Both standards had topics that were appropriate for Level 2, and most of these were appealing and interesting for the candidates. The second text in Standard 91121 seemed to have been more challenging.

Report on individual achievement standard(s)

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

Assessment

The assessment consisted of three written texts in French with questions in English based on the texts.

Question One was a conversation about a small village in the south-west of Tahiti. It required candidates to talk about why the village is popular, but also dangerous, because of the waves. Candidates were also required to talk about how one can travel there and compare the travel options. Finally, they had to reflect on the skills of the photographer who captured an award-winning photograph in this region.

Question Two was a report about a proposal for the construction of cable cars from West Auckland to Central Auckland. The first part required candidates to talk about the changes that cable cars would bring to the way the public and tourists would travel. The candidates were then requested to justify why similar cable cars in Saint Denis are considered a success.

Question Three was a conversation between two friends about their dreams after school and how they would love to experience the French way of life by being in a café in France. The first part required candidates to talk about what Sophie would like to do after finishing school and how expensive flights to France are after Covid-19. The second part required candidates to talk about the economical impact of Covid-19 on cafés in France and in New Zealand. The final section required candidates to put emphasis on what makes French cafés special.

Commentary

The second text appeared to be the most challenging. Candidates found it harder to connect to this text and many did not fully develop their answers when identifying why Saint Denis' cable cars have been a success and what changes they could bring to Auckland. The numbers within it (e.g. 4, 14 and 40) also were misunderstood much more commonly than expected.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- understood the gist of the passages, but missed the precise details within them
- answered most parts of every question
- did not show familiarity with some of Level 2 vocabulary, e.g. *paysages, oser, quartiers, seulement, tout le monde, gouter, louer*
- did not show understanding of some of the more complex grammatical structures.

Candidates who were awarded **Achievement with Merit** commonly:

- showed a clear understanding of the passages and provided detailed answers with some good examples and supporting evidence
- showed very good grammatical and linguistic knowledge, but didn't always justify their answers using evidence from the text or make inferences.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated a thorough understanding of the passages and the implied meaning.
- wrote full justifications to support their answers with precise wording and showed holistic as well as specific understanding of the texts
- made inferences that were consistent with the details of texts.

Candidates who were awarded **Not Achieved** commonly:

- provided only a few sentences as answers, with no detail
- made up a story about the texts based on the words they identified
- did not demonstrate familiarity with the grammatical and linguistic knowledge covered in Level 2 French
- showed little to no understanding of the passages overall.

Achievement standard 91121: Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters

Assessment

The assessment consisted of three passages in French with questions in English based on the texts.

The first passage was an article from a teen magazine about the importance of laughing. The question required the candidates to explain why laughing is beneficial.

The second passage was an interview with a French film director about his latest film: *Une nouvelle école*. The film takes place during a teachers' strike in a high school, where the new maths teacher oversees candidates who can't stay home while the school is closed. The question required the candidates to describe the main characters in the film and show an understanding of the director's aim.

The third passage was an article from a high-school newsletter about the importance of sleeping well over the weekend. The question required the candidates to show understanding of the outcome of the study and why this is good news.

Commentary

Candidates should read all sections of any given question prior to beginning their response. This will aid them in determining in which section of the question their responses best fit. They should also read the entire text before beginning their responses, and make sure they have included all relevant detail from all parts of the text.

The second text appeared to be the most challenging, with many candidates writing responses that lacked accurate detail. Some candidates answered Question One and Question Three from their own prior knowledge, and did not use the text to justify these answers.

A common issue was the mistranslation of numbers, as well as words that have more than one meaning depending on context, or “false friends” e.g. *rester* was commonly translated as “rest”. In some instances, these interpretations caused a candidate’s response to be ambiguous.

If candidates choose to respond in French, they should avoid lifting passages directly from the original text, as this does not show depth of understanding.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated basic understanding of the texts
- wrote short answers that lacked detail
- wrote answers that were minimally justified by the text
- used their own prior knowledge of the text topics to answer the questions
- used chunks of the text, still in the original French, as part of their responses
- correctly interpreted the questions.

Candidates who were awarded **Achievement with Merit** commonly:

- demonstrated a good understanding of the texts, but misunderstood some lexical items, which impacted the accuracy of their answers
- provided relevant details and supported answers well with reference to the texts
- attempted to explore the implied meaning, but in doing so wrote answers that went too far beyond the meaning of the texts
- needed to proofread and edit their responses to make sure they hadn’t contradicted themselves.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated a clear and thorough understanding of the texts.
- wrote concise, clear, and unambiguous responses
- demonstrated understanding of some implied meaning and justified this using the text.

Candidates who were awarded **Not Achieved** commonly:

- showed very limited understanding of the texts
- wrote answers that were not based on the text
- showed understanding of individual lexical items, but not the text as a whole
- left out sections in their responses

- wrote very brief responses which, even when accurate, did not demonstrate sufficient comprehension of the texts
- wrote responses that did not make grammatical sense in English, therefore making their response difficult to decipher.