

2024 NCEA Assessment Report

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

General commentary

The 2024 external examinations for Level 2 French provided candidates with the opportunity to achieve at all levels across a variety of linguistic and cultural contexts.

Both standards assessed a wide variety of grammatical structures up to and including Level 7 of the New Zealand Curriculum and all texts were based on the vocabulary appendices for NCEA Levels 1 and 2.

Candidates who achieved at a high level demonstrated thorough understanding across all questions in a standard. This understanding went further than being able to simply translate text and was exemplified through accurate, relevant conclusions and inferences being drawn from the texts.

Report on individual achievement standard(s)

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

Assessment

The standard was based on three passages in spoken French.

Question One was an interview with a teenager about a family cycling challenge. Candidates had to write about what the teen had gained from this challenge and advice he would give to others.

Question Two was based around an influencer discussing his journey towards becoming vegan. Candidates responded to questions on changes the influencer made to his life and had to draw conclusions as to the purpose of the influencer sharing this story.

Question Three was a conversation between two people discussing the nomenclature of streets in cities and how these reflect the culture and heritage of that country. Candidates had to discuss the different perspectives of each speaker regarding the street names and languages.

Commentary

Overall, candidates responded well to this standard. The texts were relevant to their lives and were closely aligned to the vocabulary and language structures expected at this level. Question Two was particularly relatable to candidates with the themes of food choices and relationships.

Candidates are advised to present their responses with a main idea and support with specific evidence and justifications drawn directly from the passages.

Candidates should also take care when analysing “false friends” or anglicisms appearing in texts that do not share the exact meaning in French as they do in English, for example, *arriver à*.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified the overall gist of the passages
- recognised main ideas and listed key points from the texts
- confused some basic vocabulary, such as numbers, or grammatical structures
- elaborated on information by sharing examples from their personal life which were not always relevant to the topic, instead of using examples from the texts.

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

- showed good overall understanding of the passages
- identified key points from the passage that used a higher level of language and grammatical complexity
- answered questions clearly and provided ideas which were well supported by details drawn from the texts.

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

- answered questions effectively with precise and thorough responses that included a range of relevant supporting detail to fully justify conclusions
- structured their answers clearly and logically
- carefully analysed the context and made logical connections to identify inferred meaning and underlying subtleties within the passages
- demonstrated a strong command of the language at this level.

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

- did not identify sufficient detail from the texts to demonstrate understanding of relevant information, key ideas, or opinions
- attempted to support their answers with vague or minimal information gleaned from a small selection of words in the passage
- wrote personal responses to the questions that were based on their overall themes
- demonstrated insufficient knowledge of grammar and vocabulary at this level.

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

Assessment

The standard was based on three passages in written French.

Question One was a magazine article discussing part-time work. Candidates needed to show understanding of the purpose and difficulties of finding part time work as a student and suggest some advice for those who are job seekers.

Question Two was a text message exchange between two friends discussing their clothing purchase preferences: op-shopping or high-end online purchases. Candidates had to discuss each person's perspective and then state who they agreed with based on what they had read.

Question Three was an email between friends based around a concert by the New Zealand singer Bence and one of her songs that promotes well-being. Candidates responded to questions about the concert and the purpose and effect of the song and Bence's efforts in the well-being space.

Commentary

Overall, candidates responded well to the examination. The texts were relatable to their lives and prompted a wide range of responses. The familiarity of the contexts did prompt some candidates into vigorous opining. It is important for candidates to ground their responses in the information, ideas, and opinions within the text. The strongest candidate responses showed thorough understanding of the texts and the capacity to draw conclusions and inferences that were supported by aspects of the texts. Other responses tended to drift away from the passage, offering opinions or further details without the support of the text.

Candidates are encouraged to use the entire text to aid them with their responses. Spending time reading the whole text and identifying all areas that may be useful for a response is helpful to demonstrate thorough understanding.

Familiarity with the vocabulary appendices for NCEA Level 1 and 2 is vital for success in both standards. Words such as *au moins*, *avant*, *le magasin*, *le permis*, *conduire* and *assister* were commonly not well understood by many candidates and impacted their understanding of the texts.

This assessment had various numerical references such as ages, dates, and times of day. Although these are high-frequency, lower-level chunks of information, they were commonly a weak point of understanding even among otherwise higher-achieving candidates.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed a basic understanding of each text
- recognised main ideas and listed key points from the texts
- included substantial personal opinion regarding the topic that was not relevant
- rephrased the same information across different sections of their answer.

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

- showed clear understanding of the majority of each text
- included relevant detail in their response and attempted to draw links and conclusions
- used clear and unambiguous language
- misunderstood occasional vocabulary items or grammatical features that impacted their understanding of sections of the texts
- included some irrelevant personal opinion or prior knowledge of a topic in their response that could not be linked to the text.

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

- selected appropriate details from the text to answer the question fully
- showed accurate understanding of the text, both in terms of finer details and inferred meaning
- focused their answers on what the question was asking after considering all aspects of the texts
- gave well-structured and concise answers that showed evidence of proofreading
- made inferential links in their response to go beyond what was stated in the text and, when relevant, used personal opinion to enhance the quality of their answer.

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

- did not show understanding of the basic gist of the passage
- did not address the question in their response
- gave responses that relied heavily on the question title, glossed words, cognates, and semi-cognates

- left sections blank or wrote repetitive answers
- did not show understanding of some lower curriculum level language (from Levels 1–4 of the New Zealand Curriculum).