2024 NCEA Assessment Report

Subject:	French
Level:	3
Achievement standard(s):	91543, 91546

General commentary

The texts related to different aspects of French culture and daily life, covering themes of interest to candidates. The texts were accessible to all candidates across a range of abilities, offering language which was more easily understood, with high-frequency words and cognates, as well more complex sentences and specific vocabulary.

Report on individual achievement standard(s)

Achievement standard 91543: Demonstrate understanding of a variety of extended spoken French texts

Assessment

Candidates were required to listen to three spoken texts and demonstrate their understanding by responding to one question for each text. Each question had two parts, with part (b) requiring a more detailed response. The spoken texts offered a variety of formats with a report, an interview in a news item, and a conversation.

Commentary

The range of texts appeared to be of interest to candidates and related to aspects of everyday life. They included an initiative to assist with environmental problems caused by overconsumption and overproduction of clothing, a community project, and teenagers returning home after living independently.

Across the three spoken texts there were opportunities for candidates to engage with the overall meaning of the texts and analyse more detailed information. Candidates therefore had the opportunity to demonstrate their understanding of more complex language as well as nuances in language. The questions also encouraged candidates to provide explanations, inferences, and conclusions supported by detailed evidence from the text.

In Question One, some candidates gave long responses that were heavily based on prior knowledge about fast fashion and teenagers' fashion habits. In Question Two, some candidates misunderstood the context of the fire, suggesting either that the fire happened in the town or that people had to go to hospital because of the fire. For Question Three, some candidates wrote generalised responses based on knowledge of the cost of flatting in New Zealand and the general cost of living crisis. Candidates should be encouraged to use the question introduction and the passage contents to ensure that their response is both grounded in the correct context and informed by the French passage.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated understanding of the main ideas in the texts
- provided responses containing relevant information from the passage which could have been supported by further details – for example, "Marie works at the hospital and is late for work"
- confused words that sound similar, such as *gens* vs *jeunes*, or *sans cesse* translated as senseless
- falsely identified some words as cognates, such as translating *supporter* as support (instead of tolerate).

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

- included detailed information from the passage, such as "for the last month Marie has been late to work", "you can hire jeans, jackets, or sweaters for a month for 10% of the purchase cost in a shop"
- linked ideas based on the text to support their answer – for example, "this is because the authorities have removed the bus line that took her from her home to the train station"
- demonstrated command of most of the vocabulary and grammar used at this level – while some items may have been misunderstood, these did not detract from the understanding of the main ideas in the passage, for example, "he uses 5 glasses a day".

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

- provided responses that contained detailed information from the text and added conclusions to demonstrate thorough understanding – for example, "now not a single bus passes by before 6 a.m., which makes it impossible for her to catch her linking transport to the train station, making her late for work"
- supported opinions with accurate evidence from the text, for example, "Enzo faced minor conflicts in different ways of living, such as he likes to use 14 different glasses in one day, which drives his parents crazy"
- expressed their understanding with clarity and organised their response to answer the question – for example, "the idea is to reduce unnecessary purchases, giving customers a greater opportunity to try fashionable clothes without worrying about the price or impact on the environment"
- demonstrated thorough knowledge of all the vocabulary lists and recognised nuances in language, such as tenses and linking words.

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

- provided a response that was based on understanding only a few items of vocabulary, or the glossed vocabulary, which did not provide evidence of understanding the general meaning of the text – for example, "Luc is helping transport goods and services", "some people had to go to hospital after the fire", or "Clara is bored of her family because they refuse invitations to go out"
- did not show understanding of many items in the vocabulary lists
- linked fragments of the text to give incorrect information, for example, "they keep their clothes for 15 years" or "French people buy 60 items of clothing a year"
- misunderstood words which appeared to be cognates, such as *fabriqué* for fabric, *location* for location, or *journée* for journey
- gave brief responses, or long responses that lacked evidence from the text – in the latter case the response mainly consisted of prior knowledge about the topic and related themes.

Achievement standard 91546: Demonstrate understanding of a variety of extended spoken texts

Assessment

This assessment required candidates to read three texts on different topics and demonstrate their understanding. The texts were varied in nature and in material. The first text was a brochure for tourists giving information about how to protect nature when visiting a region of France, the second text was a news report about changes for visitors to a popular tourist spot, and the third text was an article about changes to street names in a French village.

Commentary

The texts examined different aspects of French culture and daily life, providing engaging and valuable insights through a range of stories and viewpoints. Candidates were encouraged to engage with linguistic subtleties to achieve a higher level of proficiency, while the content remained accessible to everyone with many cognates and near cognates throughout the three texts, offering basic information and vocabulary alongside more advanced language.

The following items of vocabulary and phrases were found to cause confusion for some candidates:

Question One: *inquiétant*, *séjour*, *croissant*, *centaine*, *témoignage*, *mode*

Question Two: *chemin*, *le taux*, *tout le monde*, *résidence secondaire*, *foule*, *location*, *vente*, "*ne pas accueillir plus, pour accueillir mieux*"

Question Three: *de plus de*, *échapper*, *plaque*, *place*

Grade awarding

Candidates who were awarded **Achievement** commonly:

- expressed the key ideas within the passage with a reasonable level of clarity
- summarised information, ideas, and opinions from the texts and incorporated them into the answers, however there were instances of misunderstanding certain grammar – for example, "*une ville de plus de ...*" and inaccurate assumptions about words resembling cognates, such as translating *chemin* as chemicals, or *tout le monde* as the whole world
- demonstrated a grasp of commonly used vocabulary at this level, however an understanding of less-common vocabulary such as *vente*, *mode*, *espèces menacée*, *accueillir*, *a fallu* or *amateur* was not demonstrated.

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

- incorporated specific details from the texts to support their ideas and opinions
- structured their responses logically and employed clear language to convey understanding
- presented contrasting perspectives effectively when relevant
- articulated their own viewpoint convincingly, utilising textual evidence
- included pertinent personal ideas related to the texts, but did not demonstrate an understanding of the underlying meaning of the texts.

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

- produced highly detailed responses that incorporated finer details from the text
- crafted responses that closely mirrored the information in the text, prioritising alignment over the inclusion of personal ideas
- structured their thoughts with exceptional clarity and logic
- argued their personal viewpoint persuasively

- presented diverse perspectives effectively and evaluated them thoughtfully
- exhibited a broad and precise vocabulary knowledge
- discerned nuances in grammatical structures and understood their impact on meaning.

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

- made overly generalised statements that did not address the question or the content of the passage
- did not show that they were familiar with many vocabulary items, including frequently used vocabulary and grammar structures
- relied extensively on personal interpretations to discuss their understanding of the text
- used insufficient evidence from the texts and did not reference ideas present within them.