

2025 NCEA Assessment Report

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

General commentary

The texts in this examination were varied and of interest to candidates. All texts related to recent events or reports about everyday events in France. The texts explored various facets of French culture and everyday life, offering engaging and informative insights through a diverse range of narratives and perspectives.

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 passages in French. Each passage was played once as a whole and then repeated in sections twice more. Candidates responded to questions written in English, writing their answers in English, French, or te reo Māori.

Commentary

Most candidates showed understanding of the first passage, relating to a zero-waste supermarket. The concept of environmental issues was clearly a familiar topic, although some candidates focussed on food waste and referred to single-use plastic bags, rather than to the specific context of the text, which was buying loose products free from packaging.

Candidates who showed a good grasp of a wide range of vocabulary decoded the meaning and show detailed understanding of the passages. The image in Question Two provided useful context, but candidates who relied on it too heavily, focusing on fashion through the ages, rather than the text's meaning, did not achieve high grades. The third passage about problematic behaviour on trains produced a wide range of responses. Misunderstanding of key vocabulary led some candidates astray. "Comportement" was often understood as "compartment", rather than "behaviour", which then led to responses that focussed on the train compartments rather than the travellers.

The most successful candidates demonstrated a thorough knowledge of vocabulary, including different meanings based on the context (for example, "gene" meaning "embarrassed" or "bothered") and also understood expressions, rather than focussing on lexical items – for example, "mettre en lumière", meaning "to highlight". Less successful candidates focussed on the word "light" and then tailored their responses accordingly. Equally, the word "voiture", meaning "car", referred in this context to the carriage of a train. This was often understood as a car, leading to responses comparing train and car travel. "Campagne" meaning "campaign", was often translated as "company"

(the train company). In the second passage, “potable”, meaning “drinkable”, was understood by many as either “portable” or “mobile phone”.

Problematic vocabulary items included French words that sound like other words:

- “s’occuper” was often understood as “occupé”
- “gens” was understood as “jeunes”
- “plein d’humour” was confused with “plein d’amour” or “plein de mort”.

Successful candidates often took copious notes in English and / or French in the listening box and included this information in a crafted response which focussed on the demands on the question.

Some candidates submitted unnecessarily long responses that included irrelevant information. For Question Two this included irrelevant information such as references to what life was like in the 30s / World War II, hygiene practices in the past, roles of men and women in the past, women’s movements shaping history, how Covid has changed habits, the cost-of-living crisis, and climate change.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- expressed key facts clearly
- showed an understanding of the overall meaning of the passage
- wrote simple sentences and referenced ideas such as “les vêtements stylés”, “85% des voyageurs”
- did not show clear overall understanding of some ideas or vocabulary, for example, “they have sustainable packaging to allow young people to buy the best products” and “she has the chance to live in the era we do now”
- used one meaning of a word in their response rather than a different meaning more appropriate in the context, for example, “matières”, meaning “subject” or “material”
- did not differentiate similar-sounding words, such as “gens”/”jeunes”, “humour”/”amour”, “portable”/”potable”
- did not recognise more complex language or expressions, such as “mettre en lumière”, “faute d’eau potable”.

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

- showed understanding of some of the more detailed and complex language
- crafted a response that showed understanding of ideas rather than lexical items
- included detail such as “la plus pratique” (“the most practical”)
- included full responses with detail such as “in supermarkets now clients spend 10–40% of their money on packaging, meaning that if they spent 100 Euros on groceries they would be putting 10–40 Euros in the bin when they return home”
- focussed on the accuracy of the English meaning of the French they heard.

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

- organised their response to answer the question with justification from the text, for example, “clients would shop here because of the price – products are cheaper as there is no packaging”, followed by an explanation about packaging being 10–40 % of the cost of product and this is thrown away when you get home
- crafted answers that focussed on answering the question and providing justification by integrating detailed information, which showed mastery of the French they heard, for example, “they published posters around train stations that highlight disruptive behaviours through ironic comments, for example: 7.03 France learns that Sevrine has planned lasagne for tonight, it’s a shock! This targets people who speak loudly on their phone”.

- provided responses to questions that included detailed support from the passage, for example, “Emma gained an understanding of the systematic sexism that was prevalent in the different eras, but she also learned important life skills. In the 1930s women were taught how to be a future good wife and mother. She explains how she went to classes that taught her how to look after a baby”.
- transcribed accurately what they had heard, but repurposed language to relate to the question, followed by an explanation – for example, “not only that, but this supermarket works with 600 local producers so customers would be pleased to be shopping locally. Since they have more than 2000 products, ranging from dry to fresh foods and baked goods, customers can find a wide range of foods without needing to go to other shops

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

- created responses based on the understanding of one word and personal experience, for example, “during Covid they had to wear masks”, “85% take the train instead of the car”, “the fares have gone up and more people are taking the car”
- showed limited understanding of vocabulary and grammar at level 8 of the curriculum
- relied heavily on the question title or supplied images to make meaning of the text
- added irrelevant material based on personal opinions or prior knowledge
- submitted very short answers, sometimes only a sentence or two
- did not attempt all questions.

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

Assessment

Candidates were required to read three texts in French presented in a resource booklet and answer questions written in English about the written texts. Their responses could be written in English, French, or te reo Māori.

Commentary

The texts were accessible to candidates, featuring numerous cognates and near cognates across the three texts. When combined with a solid command of vocabulary and grammar at Level 8 of the curriculum, candidates were able to show understanding of the foundational information within the texts. However, to attain a higher level of achievement, candidates also needed to engage with more advanced language and linguistic nuances within the text.

Words that candidates found difficult included:

Question One: gratuite, presque, quoique, seulement, taux, remarquables, un bien commun, un croyant, pleurer, tourner le dos, durable

Question Two: uniquement, un défi, journée, apprentissage, exigeant, pédagogique, arts plastiques, rentrer chez eux, détente

Question Three: prendre l’habitude, vers, haut-parleur, insupportable, scénariste, une époque, quinzaine, réalisateur, les règles de l’art

Grade awarding

Candidates who were awarded **Achievement** commonly:

- summarised key concepts from the texts and incorporated them into the answers, despite instances of misunderstanding certain grammatical structures, for example, “aient uniquement”, “ainsi que”
- expressed some key ideas with a reasonable level of clarity, but occasionally made inaccurate assumptions about words resembling cognates, such as “arts plastiques”, “bien commun”, “les règles de l’art”
- demonstrated a grasp of basic vocabulary, but lacked precision in details
- did not show understanding of higher-level vocabulary, evident in the handling of words such as “pleurer exigeant”.

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

- used concrete examples from the texts to support their ideas and opinions
- organised their responses in a logical manner and used clear language to show understanding
- successfully highlighted and explained differing viewpoints
- expressed their own perspective in a persuasive manner, supported by evidence from the texts
- shared relevant personal insights on the topics, without fully grasping the deeper meanings of the texts.

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

- produced highly detailed responses
- crafted responses closely mirroring 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 with detailed justification from the text
- effectively presented diverse perspectives and thoughtfully evaluated them
- exhibited a broad and precise vocabulary knowledge
- discerned nuances in grammatical structures and understood their impact on meaning
- incorporated finer details.

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

- provided limited or insufficient evidence of understanding
- made broad, unsupported generalisations
- showed confusion about key vocabulary, often avoiding or incorrectly translating basic words and grammatical structures
- depended heavily on personal interpretation to structure their response, rather than referencing ideas from the texts.