

Assessment Schedule – 2024

Scholarship French (93004)

Question One		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
The candidate: • makes errors that may hinder communication • expresses some personal opinions, beliefs, viewpoints, or ideas • demonstrates some independent thinking • uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response • inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas • assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material.	The candidate: • effectively communicates, in a natural way, and in a manner that is fluent and flexible • develops and integrates personal opinions, beliefs, viewpoints, or ideas • demonstrates aspects of high-level analysis and critical thinking • uses a wide variety of complex structures and vocabulary up to and including Curriculum Level 8 or equivalent that is well-integrated into a synthesised response • interprets the stimulus material and makes connections with their own ideas that go beyond the given material • engages the audience throughout the response • demonstrates highly developed knowledge and skills in written language • expresses ideas with precision and clarity • makes logical, clear, concise, and relevant use of written language.	The candidate: • effectively communicates, with sophistication and style, in a natural way, and in a manner that is sustained, fluent, and flexible • develops and integrates sophisticated personal opinions, beliefs, viewpoints, or ideas that are perceptive and insightful • demonstrates aspects of high-level analysis and critical thinking • uses a very wide variety of complex structures and vocabulary up to and including Curriculum Level 8 or equivalent, that is well integrated into a high-level synthesised response • fully interprets the stimulus material and makes connections with their own ideas that go beyond the given material and that demonstrate independent reflection • captivates the audience throughout the response • demonstrates sophisticated knowledge and skills in written language • expresses ideas with precision and clarity, in a convincing way • makes logical, clear, concise, and relevant use of written language.
Score 1, 2, 3 or 4	Score 5 or 6	Score 7 or 8

Question One

Selon le podcast, les jeunes néo-zélandais n'accordent pas d'importance à leur santé. Qu'est-ce que vous en pensez?

Possible evidence: Responses are not limited to these examples and should be judged holistically.

Scholarship Performance	Outstanding Performance
The candidate identifies most of the main points from the text and expands on them with: • clear examples from the text linked with other knowledge and personal opinion, for example: - vaping (French teens able to buy vapes without showing ID; in New Zealand 21% vaped in the last month, 7% every day; 2013–2019 figures have multiplied by 5; before 76% had never smoked or vaped; vape tastes like fruit, it's the taste that attracts, fruit is good for you; secret vaping in schools; scientific community concerned about the rapid risk of nicotine addiction) - sport (decrease in physical activity as you get older; some kids like the competitive aspect; we need to do one hour per day, but from 15 years old this is lower; "Every active body" slogan promoting young people continuing their physical activity; scientist says being active improves our well-being, helps us learn new things, improves mental skills) - sleep (about 85% of young New Zealanders do not get enough sleep due to impact of screens, long hours on video games, use of mobile right after waking; this disrupts sleep cycles; biological clock shifts as if living in a permanent time zone difference) • personal reflection, giving illustration from own experience • conclusions, for example: - there are positives and negatives - could mention cigarette smoking, peer pressure, store owners insisting on ID - physical activity could be dance / TikTok etc. as well as sport - encouragement for social sport as well as competition - not all vape, many do sport, some sleep well • evidence of critical thinking – explores other ways young people care for their health.	Candidate summarises the text and: • draws conclusions and goes beyond the text, offering differing viewpoints as contrast / alternatives, for example: - examples of drug use, dependency on phones - many do value their health, many are committed to sport, many have healthy lifestyles (vegan / plant-based diets) - parents could monitor screen time and encourage more family time, new law on cell phones in schools - may use examples of people known to them who illustrate their point • opens up the debate, for example: - that cigarette purchase was also high (is this a change?), many still don't smoke, shops selling vapes to those underaged when they shouldn't, vape shops are everywhere – some open deliberately near schools - sport can be expensive so some can't afford some sports / physical activities - some sleep well, suggestion on improving sleep habits • might mention ethics, ideas to stop young people smoking, gyms and groups targeting young people wanting them to join so they see good role models, for example, boxing clubs • shows evidence of independent reflection, for example, young people are so busy, they don't have time to care for their health.

Question Two		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
The candidate: - demonstrates superficial or limited understanding of the text - inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas - assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material; offers arguments that are unclear or are not supported by effective examples - presents a descriptive, rather than analytical, response.	The candidate: - demonstrates understanding of the text and justifies their own argument(s) in a coherent way interprets the stimulus material and makes connections with their own ideas that go beyond the given material assembles ideas with precision and clarity in a logical manner, through a synthesised response to the question; arguments are supported by examples that are evaluated - develops and integrates personal opinions, beliefs, viewpoints, or ideas that acknowledge and explore different perspectives and that go beyond the given material.	The candidate: - demonstrates understanding of the text and inferences, and justifies their argument(s) in a sustained, convincing, and coherent way interprets and evaluates the stimulus material and makes connections with their own ideas that go beyond the given material, and that demonstrate independent reflection and extrapolation - assembles ideas with precision and clarity in a logical and seamless manner, through a deliberate, synthesised response to the question; arguments are supported by examples that are effectively evaluated; implications are drawn - develops and integrates sophisticated personal opinions, beliefs, viewpoints, or ideas that are perceptive and insightful and that investigate and extensively explore different perspectives demonstrates insight and independent reflection at the highest level.
Score 1, 2, 3, or 4	Score 5 or 6	Score 7 or 8

Question Two

Do you think governments should regulate food industries to limit unhealthy foods?

Possible evidence: Responses are not limited to these examples and should be judged holistically.

Scholarship Performance	Outstanding Performance
The candidate justifies and supports their statements, and expands on their opinions. The candidate may: - comment on the three groups of food classification: raw, processed, and ultra-processed, for example, potato boiled (raw), mashed (processed), crisps (ultra-processed) - comment on the saturation of ultra-processed food, for example: - chocolate bars, cereals, 'healthy' soup, veggie steak, mashed potato, etc., that have undergone industrial processing (hydrogenated oil, modified starch, etc.) and contain numerous ingredients, particularly additives 1/3 of the French diet is ultra-processed food, US is 50%, high in those under 35 and with lower socio-economic classes - comment on the health implications, for example: - ready meals like dehydrated soups or frozen meals could harm health, excessive consumption increases risk of cardiovascular disease and death - studies reinforce arguments linked to increased risk of obesity, high blood pressure, even cancer; people who eat ultra-processed foods have lower and less diversified protein intake (vegetable proteins), while eating less ultra-processed food means higher intake of richer animal proteins - contaminants from ultra-processed foods via packaging and plastic containers - they're OK from time to time, but regular consumption of ultra-processed foods is damaging - comment on the alternatives, for example: - Dr Mathilde Touvier advocates eating raw food (veg, fruit, fish, lentils, nuts, etc.) - rise in vegetarian, vegan, plant-based diets - suggest solutions, for example, education, advertising campaigns to promote long-term health benefits, subsidised exercise programmes, community food gardens, supporting those already doing the mahi.	The candidate fully answers the question. They are more original and organised in their thoughts and draw from a broader range of examples to illustrate their points. Their answer is synthesised with pros and cons blended with their personal opinion, thoughts, and ideas. In particular, the candidate may: - raise questions, e.g., if there is a demand, why wouldn't food manufacturers target that market? - open the debate, for example: - fruit and vegetables standardised in supermarkets (wonky veg frowned upon, GST on fruit and veg debate), people shopping locally at farmers markets etc., some growing their own fruit and veg - ultra-processed food is often cheaper and easier for those living busy lives, but non-disposable / recyclable packaging, carbohydrate base - government has a responsibility, could direct healthy food to be cheaper, promote healthy eating (slogans / billboards like the "ne grignotez pas" campaign in France, health programmes in schools, continue with school lunches), ban plastics, regulate additives.

Question Three		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
The candidate: - communicates with limited confidence in a manner that is hesitant - expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience - inconsistently or partially interprets the stimulus material and occasionally makes connections with their own ideas - uses a limited range of structures, vocabulary, and occasional (or little) use of idiomatic expressions - speaks with incorrect intonation; accent affects communication; fails to self-correct.	The candidate: - effectively communicates in a manner that is natural, fluent, and flexible - expresses ideas with precision and clarity - interprets the stimulus material and makes connections with their own ideas that go beyond the given material - uses a wide variety of complex structures and vocabulary up to and including Curriculum Level 8 or equivalent, that is well-integrated into a synthesised response - speaks clearly and concisely with correct intonation; accent has little effect on communication; self-corrects as necessary - uses language appropriately, such as idiomatic expressions, fillers, and pauses that fit the context.	The candidate: - effectively communicates with sophistication and style, in a manner that is natural, fluent, and flexible - expresses ideas with precision and clarity, in a convincing way fully interprets the stimulus material and makes connections with their own ideas that go beyond the given material and that demonstrate independent reflection and extrapolation - uses a very wide variety of complex structures and vocabulary up to and including Curriculum Level 8 or equivalent, that is well-integrated into a high-level synthesised response - speaks clearly and concisely with correct intonation; accent has no effect on communication; self-corrects as necessary - uses language appropriately, such as idiomatic expressions, fillers, and pauses that fit the context.
Score 1, 2, 3, or 4	Score 5 or 6	Score 7 or 8

Question Three

« *L'éducation est l'arme la plus puissante pour changer le monde.* » – Nelson Mandela

Que pourrait faire votre école de plus pour promouvoir les habitudes saines ?

Possible evidence: Responses are not limited to these examples and should be judged holistically.

Scholarship Performance	Outstanding Performance
The candidate: - consistently uses examples from the reading and listening texts, linking to own ideas that go beyond the stimulus material - starts to link examples from the texts and their own examples to their opinions, e.g., sleep / vaping / sport / eating habits, what their school already does - attempts to define “les habitudes saines” and suggest options that their school could explore, e.g., healthy food in the canteen, a community garden, lunchtime physical activities (garden games as well as sports), introduction of a programme that builds across the curriculum content for horticulture and home economics, phone ban coming in (could minimise device use).	The candidate: - will use similar information to other candidates, but will cite relevant examples showing their ability, and will consider possible scenarios - will demonstrate a high level of sophistication and a high level of fluency in their spoken response - might take a more balanced approach, weighing a range of facets / aspects - might articulate a passionate response with well-constructed arguments backed with examples - might pose questions to open the debate and contrast the texts to their own experience in New Zealand.

Cut scores

Scholarship	Outstanding Scholarship
14–18	19–24