

Assessment Report

New Zealand Scholarship French 2024

Performance standard 93004

General commentary

Candidates engaged with the theme of the exam well. The questions flowed and candidates were able to respond with reference to the stimulus material, as well as bringing in their own knowledge.

Question One, about health challenges faced by youngsters, prompted candidates to reflect critically concerning the presented material. Strong candidates raised excellent points.

Question Two, about food prompted reflection on the material raised allowing candidates to bring in personal opinion and experiences. Scholarship candidates synthesised these well with the stimulus material, and were able to draw conclusions, make insightful suggestions, and raise thought-provoking questions.

Question Three, about schools promoting healthy habits, prompted further reflection. Strong candidates referenced all stimulus material in their responses. Others did not do this, even though the speaking card gave this instruction.

Command and accuracy in written French, as well as fluency and accuracy in spoken French, were key for distinguishing Scholarship candidates. Quality of essay-writing skills also distinguished these candidates. Those not working at Scholarship level produced a descriptive response, lacking evidence of critical thinking and opinion, while those at Scholarship level had synthesised responses that intertwined personal opinions with ideas, opinions, and evidence from the stimulus material.

Report on performance standard

Candidates who were awarded **Scholarship with Outstanding Performance** commonly:

- demonstrated sophistication in their use of French, leaving you wanting more
- gave balanced response, blending personal opinions with the negative and positive points
- demonstrated consistency in language level and used a very wide range of complex structures
- interpreted the stimulus material fully
- explored ideas beyond the stimulus material, showing evidence of critical and independent thinking
- wrote in sophisticated, highly synthesised French, using a very wide range of vocabulary – errors were minimal and did not hinder comprehension or the fluency of their response to Question One
- referred to the stimulus material of each question in their spoken response to Question Three.

Candidates who were awarded **Scholarship** commonly:

- integrated personal opinions and ideas and blended these with points raised in the stimulus material
- demonstrated consistent French language skills up to and including Curriculum level 8
- demonstrated high-level analysis and critical thinking.

Candidates who were **not awarded Scholarship** commonly:

- did not show knowledge of French at Curriculum Level 8
- had many basic errors in their French: did not conjugate verbs, plural agreements of adjectives, à + *le/là/les*, phonetic spellings
- submitted speaking that was short or hesitant – some candidates did not fully answer the question; others failed to reference Question One and / or Question Two; some delivered a very limited speech
- wrote a descriptive recount of the stimulus material with no personal opinion or further development of the ideas presented, thus showing no independent thinking
- lacked structure in essay responses
- misunderstood the stimulus material.