

Assessment Schedule – 2025

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 vous, sommes-nous tous des artistes ? Répondez en vous appuyant sur les idées de Charlotte et Hugo ainsi que sur vos propres connaissances.

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: - is a urinal to be considered art? It's a bold move. Hugo says we can all be artists – presenting something in the right way, in the right place. It's the intention and the vision. It's more than just the concept or the making of 'art'. It's having the unique vision of something and making others think about it. Art is to be contemplated. - Charlotte says an artist needs to have creative ideas and uses Gustave Flaubert's <i>Madame Bovary</i> as an example – seeking perfection in the writing, the style, the language choice. Anyone can be creative, but there are different levels. Not everyone has the patience or perseverance to creatively master something. • personal reflection, giving illustration from their own experience of, for example, being creative or attending exhibitions. • conclusions, with all arguments explored, for example: - yes, everyone is an artist – toddlers' drawings on the fridge are art, as is a Monet print. - not everyone is an artist – a toddler couldn't paint like Monet. • evidence of critical thinking, for example, what's considered art is personal – is high-level sport an art?	Candidate summarises the text and: • draws conclusions and goes beyond the text, offering differing viewpoints as contrast / alternatives, for example: - in culture, art has huge significance: in Māori culture, symbols have meanings; older art captured the moment before cameras. - art is unique; it requires both creativity and invention (creativity of thought and invention when presenting ideas). • opens up the debate, for example: - what is the purpose of art? - what is art? - is art the same to everyone? - does education help us understand art? We admire some paintings because of what we understand of their context, technique, history. • might mention ethics, for example, does a good artist need money to fund them? • shows evidence of independent reflection, bringing in something new to the discussion.

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

In the realm of the arts, including music, can one claim that “art is beautiful in all its forms”?

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 how some people like her music, while some don't, for example: - her fans say she's modern, bold, genuine, and sincere. She addresses everyday themes such as love, disappointment, sexuality, and everyday struggles youth can empathise with. Her music makes people want to dance, especially “Djadja”. The lyrics speak to younger people. Girl power features in her videos. She's fresh – songs feature effective, well-crafted melodies that make you want to listen. She sings exclusively in French (that's another debate) and is one of the most listened to Francophone artists in the world. - critics say she's too commercial (but it works!) and too tailored to appeal to a broad audience (isn't that what makes music good?). Does she stand out artistically? Is it mass music? Does this appeal make her music uninspiring to fans of avant-garde or experimental genres? Linguists say she doesn't use the language correctly, mixes modern jargon with informal expressions (is this the language of the street, does this reflect her Malian whakapapa?). Some don't like the 'lack' of language quality in the songs. Some say her use of autotune hides her talent and she relies too heavily on it. - discuss and challenge the concept of: - beauty is in the ear of the listener – we all like different things in music: some people listen to escape; some listen to lyrics and lose themselves in the words. - what is beauty?	The candidate fully answers the question. They are more original and organised in their thoughts and draw from a broad range of examples to illustrate their points. Their answer is synthesised with pros and cons blended with their personal opinions, thoughts, and ideas. In particular, the candidate may: - raise questions, for example, what is beauty in music? Melody? Lyrics? Themes? Videos? Different genres? Classical music is art to some people; trance is just noise to some. - open the debate, for example: - reflecting 'girl power', 'boss' persona - bringing other forms of art into the debate - beauty is influenced by our life experiences - do we have a common understanding of beauty? Would everyone consider the turquoise blue of a gorgeous ocean, for example, beautiful?

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

« Les œuvres d'art [...] sont les seules choses à n'avoir aucune fonction dans le processus vital de la société : [...] elles ne sont pas fabriquées pour les hommes, mais pour le monde, qui est destiné à survivre à la vie limitée des mortels. » – Hannah Arendt

Selon vous, à quoi sert l'art ?

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, for example, writers, artists, sculptors, conceptual artists - starts to link examples from the texts and their own examples to their opinions - attempts to define and comment on "à quoi sert l'art?", for example, to entertain, to distract, to provoke thought.	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, for example, art does have an importance in society – it unites us. Is elite sport an art? - 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, for example, New Zealand art compared with Marcel Duchamp, Gustave Flaubert, and Aya Nakamura; New Zealand films and music being well received around the world, but sometimes not understood (haka, for example).

Cut scores

Scholarship	Outstanding Scholarship
14–20	21–24