

Assessment Schedule – 2022

Scholarship French (93004)

Question One		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> • 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. 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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. 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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

Jusqu'à quel point partagez-vous la notion que la ville du quart d'heure pourrait changer la vie de nos jours ?

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

Scholarship Performance	Outstanding Performance
<p>The candidate identifies most of the main points from the text (doing everything within 15 minutes from home, social, cultural, and economic development, catering for the 6 functions listed, reduce moving around / travel time, transforming places, this isn't a magic wand) and expands on them with:</p> <ul style="list-style-type: none"> • clear examples from the text linked with other knowledge and personal opinion • personal reflection on where they live, e.g., shopping (some foods not locally available), work (fewer opportunities potentially), having fun (limited by what's available), education (good / bad school), sport (facilities), care (doctors, hospitals, specialists) • conclusions, e.g., benefits of everything being within 15 minutes; pros and cons for local business, those further afield (developing countries), goods specific to a geographical area, easier in a large town such as those mentioned in the text • evidence of critical thinking – e.g., commute, time wasting (or how commuting means good use of time), climate impact of cycling or walking, health impact of cycling or walking, climate impact of less public transport and long-distance travel, distribution of goods; begins to explore the options in existing places, e.g., use of school after school hours, use of other places in towns for dual purposes. 	<p>Candidate summarises the text and:</p> <ul style="list-style-type: none"> • draws conclusions and goes beyond the text, offering differing viewpoints as contrast / alternatives • opens up the debate that 15-minute towns have both negative and positive implications • uses concrete examples as a basis for discussion of the positives and negatives from everything being within 15 minutes of home, e.g., lack of cultural interactions, leading to monolingualism, lack of variety in some areas of life, links to mental health • shows evidence of independent reflection, e.g., discusses hurdles ahead for economies and businesses, impact on mental health, different groups in society (elderly, disabled), problems associated with transforming existing places • might mention that Covid-19 gave us a taste of what it's like.

Question Two		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> 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. 	<p>The candidate:</p> <ul style="list-style-type: none"> 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. 	<p>The candidate:</p> <ul style="list-style-type: none"> 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

Summarise in a few sentences why Jean-Marc Jancovici believes that degrowth is necessary. Do you think that degrowth is a dream or a reality?

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

Scholarship Performance	Outstanding Performance
<p>The candidate justifies and supports their statements, and expands on their opinions. The candidate argues whether degrowth is a dream or a reality, but must consider both sides.</p> <p>Everything we consume involves the use of machines, and the knock-on to the environment is huge.</p> <p>The candidate may:</p> <ul style="list-style-type: none"> comment on how our lives are influenced by machines, e.g., food on our plate, transport, homes, clothes, workplaces – civilisation is dependent on machines (must explain) problem: need energy, consider fossil fuels (80% of world's energy) and impact they have on the environment / global warming, however renewable energy (solar and wind) has other drawbacks, e.g., hydrogen emits CO₂, fossil fuels used in the production of solar panels and wind turbines, space, visual pollution, problem associated with production of energy with too much or not enough wind, need lots of water, 1 nuclear = 2000-4000 wind turbines discuss and challenge the concept – they would be expected to mention some reasons for their thoughts. 	<p>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. In particular, the candidate may:</p> <ul style="list-style-type: none"> mention that it's necessary, we're running out of space, moderation raise ethical questions, e.g., fairness of access, how this should be addressed across the world explore social inequalities brought about as a result of degrowth, e.g., rich / poor divide, developed versus developing countries conclude that degrowth is / isn't a dream or reality, or has both positives and negatives questions how this social consent could be achieved opens up the debate.

Question Three		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> 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. 	<p>The candidate:</p> <ul style="list-style-type: none"> 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. 	<p>The candidate:</p> <ul style="list-style-type: none"> 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

« Je suis un enthousiaste recycleur. Je voudrais bien penser que ça marche. Je ne sais pas si c'est le cas ou pas. » – Sir David Attenborough

Quand on parle de changement climatique on parle souvent de grands problèmes au niveau national ou international, mais est-ce que nous, comme individus, pouvons contribuer d'une manière plus efficace. Ou cela ne fera-t-il aucune différence ? Qu'en pensez-vous ?

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

Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> 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, <u>e.g.</u>, mentioning but not talking solely about recycling attempts to define “grands problèmes” (transport, machines / energy, population growth / overpopulation, climate change / environmental issues). 	<p>The candidate:</p> <ul style="list-style-type: none"> 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 – 21	22 – 24