

## Assessment Schedule – 2014

## Scholarship French (93004)

Question One		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> <li>• makes errors that may hinder communication</li> <li>• expresses some personal opinions, beliefs, viewpoints or ideas</li> <li>• demonstrates some independent thinking</li> <li>• uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response</li> <li>• inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her own ideas</li> <li>• assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• effectively communicates, in a natural way, and in a manner that is fluent and flexible</li> <li>• develops and <b>integrates</b> personal opinions, beliefs, viewpoints or ideas</li> <li>• demonstrates aspects of high level analysis and critical thinking</li> <li>• uses a <b>wide variety</b> of complex structures and vocabulary up to and including CL8 or equivalent that is well-integrated into a synthesised response</li> <li>• interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material</li> <li>• <b>engages</b> the intended audience <b>throughout the response</b></li> <li>• demonstrates <b>highly developed</b> knowledge and skills in written language</li> <li>• expresses ideas with <b>precision and clarity</b></li> <li>• makes <b>logical, clear, concise and relevant</b> use of written language.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• effectively communicates, with <b>sophistication and style</b>, in a natural way, and in a manner that is <b>sustained</b>, fluent, and flexible</li> <li>• develops and <b>integrates sophisticated</b> personal opinions, beliefs, viewpoints or ideas that are <b>perceptive and insightful</b></li> <li>• demonstrates aspects of high level analysis and critical thinking</li> <li>• uses a <b>very wide variety</b> of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a <b>high-level</b> synthesised response</li> <li>• <b>fully</b> interprets the stimulus material and makes connections with his / her own ideas that go beyond the given material and <b>which demonstrate independent reflection</b></li> <li>• <b>captivates</b> the intended audience <b>throughout the response</b></li> <li>• demonstrates <b>sophisticated</b> knowledge and skills in written language</li> <li>• expresses ideas with <b>precision and clarity</b>, in a <b>convincing</b> way</li> <li>• makes <b>logical, clear, concise and relevant</b> use of written language.</li> </ul>
1, 2, 3, 4 marks	5, 6 marks	7, 8 marks

### Question One

This question will require a response written in **French**, to passage(s) spoken in **French** provided on a CD.

**Question One:** D'après le texte, expliquez quelles sont les difficultés que rencontrent les Français à l'égard du tri et du recyclage. Si vous étiez au gouvernement comment encourageriez-vous les Français à recycler ?

This question will require a response written in **French** to passage(s) spoken in **French**, and provided on a CD.

**Possible evidence** – with indications of responses at Outstanding and **Scholarship** level (not limited to these examples)

**Note:** Answers are judged holistically, not solely on the basis of evidence included in the schedule.

#### OUTSTANDING:

1. Vu qu'il y a 10 ans les français ne recyclaient pas du tout, le plus difficile a été de les éduquer à faire le tri et à recycler leurs déchets.
2. Bien que les français aient dépassé le minimum fixe par l'Union Européen, en recyclant un emballage sur deux, il reste du progrès à faire en ce qui concerne la moitié des emballages, qui ne sont pas recyclés.
3. Plus important que recycler serait de réduire la quantité totale que chaque français jette, surtout dans les catégories non organiques. Si j'étais au gouvernement, j'interdirais l'utilisation de plastique dans les bouteilles, qu'on utilise pour les boissons ... on aurait une prime de 20c pour chaque bouteille qu'on retourne, et la société concernée devrait relouer et réutiliser cette même bouteille en changeant l'étiquette.

#### SCHOLARSHIP:

1. Il y a 10 ans les français ne recyclaient pas du tout et le gouvernement a dû les éduquer à trier et à recycler.
2. Les français n'ont pas encore atteint le minimum fixé par l'Union Européenne qui était de recycler un emballage sur deux. Il reste donc du progrès à faire en ce qui concerne la moitié des emballages qui ne sont pas recyclés.
3. Il serait meilleur de réduire la quantité totale que les français jettent, surtout dans les catégories non organiques.

**Comments:**

- Both samples are not error free but it doesn't hinder communication.
- Both writing are concise, logical, clear and relevant.

The outstanding vs. Scholarship:

The vocabulary in the outstanding is more precise. The use of grammar is more subtle and complex. The candidate is using fewer pronouns which make the writing more impersonal when giving statements / facts. Specific structures and tenses are used when expressing doubts, comparisons, and hypothesis. When making statements / hypothesis, the candidate will justify and give examples to support them (the Scholarship candidate will tend to give some opinions without justifying or giving examples).

Question Two		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates superficial or limited understanding of the text(s) in English or te reo Māori</li> <li>inconsistently and / or partially interprets the stimulus material and occasionally makes connections with his / her own ideas</li> <li>assembles ideas that are limited or partially developed and which only sometimes go beyond the given stimulus material</li> <li>offers arguments that are unclear and / or are <b>not supported by effective examples</b></li> <li>presents a descriptive rather than analytical response.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates understanding of the text(s) and justifies his / her own argument(s) in a coherent way in English or te reo Māori</li> <li>interprets the stimulus material and makes connections with his / her own ideas that go beyond the given material</li> <li><b>assembles ideas</b> with precision and clarity in a logical manner, through a synthesised response to the question / statement; <b>arguments are supported by examples that are evaluated</b></li> <li>develops and integrates personal opinions, beliefs, viewpoints or ideas that <b>acknowledge and explore different perspectives</b> and which go beyond the given material.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates understanding of the text(s) and inferences and justifies his/her argument(s) in a <b>sustained, convincing</b> and coherent way in English or te reo Māori</li> <li>interprets and <b>evaluates</b> the stimulus material and makes connections with his/her own ideas that go beyond the given material and <b>which demonstrate independent reflection and extrapolation</b></li> <li><b>assembles ideas</b> with precision and clarity in a logical and seamless manner, through a <b>deliberate synthesised</b> response to the question/statement; <b>arguments are supported by examples that are effectively evaluated; implications are drawn</b></li> <li>develops and integrates <b>sophisticated</b> personal opinions, beliefs, viewpoints or ideas that are <b>perceptive and insightful and which investigate and extensively explore different perspectives</b></li> <li><b>demonstrates insight and independent reflection at the highest level.</b></li> </ul>
1, 2, 3, 4 marks	5, 6 marks	7, 8 marks

## Question Two

This question will require a response written in English or **te reo Māori**, to text(s) written in **French**

En vous référant aux opinions de Nitché, expliquez pourquoi l'Internet vous rendrait plus sociable ou au contraire plus solitaire?

### OUTSTANDING:

1. I believe that although the Internet, used well, can open up so many more social possibilities for everyone, I feel that it has made us more insular, too. When I look at how many of my friends on Facebook use it to reach out for acceptance of almost every facet of their existence, I find it a sad state of affairs – cry-for-help statuses, choosing the best profile picture and so on.
2. Technology is a negative influence on us because it separates individuals from reality. The iPod is one example; by putting in your headphones and immersing yourself in music while in public, you are disconnecting yourself from the real world. For some people, the main appeal of the iPod is that it makes you busy but above all you don't have to worry about or deal with the problems or conflicts of everyday life.
3. I believe the advancement of technology has negatively impacted our social interactions because it detaches us from what is happening around us and obstructs communication. Society must be able to use technology while not allowing it to prevent social interactions, particularly for those who are easily influenced. Our world must learn to embrace technology without allowing it to negatively impact our life with our peers.

### SCHOLARSHIP:

1. I believe that the Internet can open up many more social possibilities but it has also disadvantages. My friends, when using Facebook, become obsessed and change every so often their pages and / or status, as they think it is the most important, and I find it very sad.
2. Technology is a negative influence on us because we don't live anymore in reality. We put our headphones in to be disconnected from the rest of the world and be far from our problems.
3. I believe the advancement of technology has negatively impacted our social interactions because it detaches us from what is happening around us. We should use technology but still interact with people. Our world must learn to embrace technology without allowing it to negatively impact our life with our peers.

### Comments:

The English of the Outstanding is more refined, and the candidate not only makes statements but also justifies and gives his / her opinions. She or he will use paraphrases to reinforce comprehension and opinions. The writing will flow, will be coherent and precise to the point that the reader will enjoy reading and the reader will have no doubt about the writer's opinions.

Both Scholarship and Outstanding papers will be written at an English scholarship level. The Outstanding recipient will go beyond Question Two in her / his answer and will show a certain maturity.

Question Three		
Performance not at Scholarship level	Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> <li>communicates with limited confidence in a manner that is hesitant</li> <li>expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience</li> <li>inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her own ideas</li> <li>uses a (limited) range of structures, vocabulary and occasional (or little) use of idiomatic expressions</li> <li>speaks with incorrect intonation; accent effects communication; fails to self-correct.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>effectively communicates in a manner that is natural, fluent, and flexible</li> <li>expresses ideas with <b>precision and clarity</b></li> <li>interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material</li> <li>uses a <b>wide</b> variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a synthesised response</li> <li>speaks clearly and concisely with correct intonation; accent has <b>little</b> effect on communication; self-corrects as necessary</li> <li>uses language appropriately such as idiomatic expressions, fillers and pauses that fit the context.</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>effectively communicates with sophistication and style, in a manner that is natural, fluent and flexible</li> <li>expresses ideas with <b>precision and clarity</b>, in a <b>convincing</b> way</li> <li><b>fully</b> interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material and which <b>demonstrate independent reflection and extrapolation</b></li> <li>uses a <b>very wide</b> variety of complex structures and vocabulary up to and including CL8 or equivalent, that is <b>well-integrated into a high-level synthesised response</b></li> <li>speaks clearly and concisely with correct intonation; accent has <b>no effect</b> on communication; self-corrects as necessary</li> <li>uses language appropriately such as idiomatic expressions, fillers and pauses that fit the context.</li> </ul>
<b>1, 2, 3, 4 marks</b>	<b>5, 6 marks</b>	<b>7, 8 marks</b>

### Question Three

Candidates will be required to give a spoken response of 3–4 minutes to a question related to either the listening passage(s), and/or the written text(s). Both the question and the response will be in **French**.

**Note:** Answers are judged holistically, not solely on the basis of evidence included in the schedule.

**Question:**

**Jusqu'où peut-on comparer amitiés virtuelle et réelle? Comment peut-on construire une amitié réelle à partir d'une amitié virtuelle?**

How far can we compare virtual and real friendships? How can we build a real friendship from a virtual friendship?

**Possible answer:**

Tout d'abord, que veut dire virtuelle?

Il s'agit d'affinités, de liens amicaux, de partage entre plusieurs personnes en utilisant un moyen de communication comme un ordinateur par exemple.

Ces personnes ne se connaissant donc pas, ils n'ont donc aucun contact réel et humain, mais partagent souvent les mêmes goûts.

Personnellement, j'ai pas mal d'amis virtuels. Facebook est fait pour ça. J'ai rencontré beaucoup de personnes que j'apprécie et je souhaite rencontrer, et que je considère presque autant qu'un ami que je peux croiser tous les jours.

Je pense qu'ici, je ne suis pas le seul à attacher de l'importance à ce type d'amitié. Parce que souvent les gens, même à travers un écran, sont sincères, vrais, et veulent aussi partager et passer de bons moments, même avec des personnes qu'ils ne connaissent pas réellement. Je peux affirmer ça...

Avec l'usage grandissant des moyens de communication et d'internet, ce genre d'amitié grandit, et crée donc de nombreux liens.

Il peut bien sûr aboutir à une rencontre, mais aussi devenir une véritable amitié.

Alors, quel impact ? Pouvons-nous considérer l'amitié virtuelle comme une amitié normale, naturelle ?

La valeur de cette amitié est-elle égale à celle d'une amitié réelle ? Y a-t-il un danger à accorder trop d'importance à aux amis virtuels ?

**Comments:**

The candidate uses fluent spoken language and while giving his opinion s/he is able to share her / his experience and reflect on her / his opinion. The candidate is expected to answer clearly and justify her / his opinion. The answer is short, and the candidate is expected to use less formal language but is also expected to 'capture' the audience by using repetition, paraphrase, and exclamations. The answer should be more personal.