



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship, 2005

French
93004

National Statistics

Assessment Report

French, Scholarship, 2005 93004

National Statistics

No. Scholarship Results	Results			
	Outstanding	Scholarship	Scholarship	
	No. Awards	% of L3 Cohort	No. Awards	% of L3 Cohort
31	4	0.5%	27	3.3%

Commentary

The reading and listening texts encouraged candidates to put forward opinions that reflected their knowledge and command of the French language. In order to accomplish this, a thorough understanding of structures, grammar and vocabulary was essential.

In the writing task, candidates were able to identify all the key ideas in the stimulus text – eg the role of technology, the possible obsolescence of school – and to respond to all questions, including the very important question of the wider consequences of boredom.

Best-performing candidates

These candidates were able to strike a balance in their answers between reference to the stimulus text and the need, particularly in the last questions in each task, to develop their own personal ideas. While there is opportunity for candidates to make appropriate use of pre-learned material in their answers, such material should be directly relevant to the text.

The best candidates generally avoided reacting to each of the issues raised by the stimulus text one by one, thereby avoiding producing what was tantamount to writing an extended paraphrase of the text.

They digested the content of the stimulus text and were careful not to remain too ‘text-bound’. They expressed their own ideas and went beyond the text. Indeed, the best candidates’ reliance on the stimulus text, both as a source of ideas and a source of linguistic expressions, was minimal.

These candidates answered all questions fully, clearly addressing most issues raised by the stimulus text and paying due attention to all the requirements of the questions.

Their language was very accurate with few errors, and most of these were of a minor nature. Their language contained a variety of idiomatic phrases, as well as a level of vocabulary and structures appropriate to Curriculum Level 8, and were almost always comfortably integrated into their writing or speaking, thus demonstrating flexibility of language.

Thorough organisation of an answer provided a seamless flow in the candidates’

arguments, which contained a large amount of development with comprehensive coverage of the issues raised. These answers held the reader's interest and often conveyed the candidate's personal interest in the subject and ability to go from concrete detail to abstract ideas.

They were able to express ideas which were highly relevant, mature, perceptive and clearly went beyond the stimulus text in a compelling manner.

Other candidates

These candidates did not always answer all questions fully and often did not take into account the requirements of the questions.

Their language contained errors, many of a major nature, which hindered the overall flow of their responses.

Their language contained a reasonable variety of vocabulary and structures appropriate to Curriculum Level 8 but these were not always comfortably integrated into their writing/speaking, indicating a lack of flexibility.

Their ideas were not always relevant, were sometimes lacking in development and were often too general.

Their responses were also often too reliant on the stimulus text in terms of language and ideas.