



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship, 2004

French (93004)

National Statistics

Assessment Report

Assessment Schedule

French, Scholarship, 2004

General Comments

Most candidates responded well to the challenges posed by the new examination format and handled the tasks well. Time provided for both tasks was sufficiently generous for candidates to show evidence of the ability to craft writing at a high level and express themselves orally with a great deal of fluency and flair.

Although the examination tested the four skills, listening – which is implicit at this level – was not assessed as such. The overwhelming majority of candidates appeared to achieve a sufficiently comprehensive understanding of the passage to write an essay that clearly met the task requirements.

With almost no exceptions, cassettes containing the candidates' spoken responses were clearly recorded. Candidates varied on the best strategy to adopt in regard to the speaking. Some gave the impression of having written out complete notes to read, while others trusted too much to improvisation only to find that memory failed them. However, the majority seemed to find the right balance using well-structured notes to prompt their speaking.

Although the assessment specifications for both spoken and written responses required the use of a wide variety of structures up to and including Level 8 of the French Curriculum, it is unrealistic to expect the same elevation of language in spoken responses as in written. Accordingly, spontaneity, flexibility and communication were given greater weight there than the actual number of structures used.

French: Scholarship (93004)

National Statistics

Number of Results	Percentage		
	Not Achieved	Scholarship	Outstanding
83	45.8%	33.7%	20.5%

Assessment Report

Candidates who gained Scholarship were able to extract information from the listening passage and demonstrate that they had a clear idea of what was involved in the assessment. This involved the qualities required of an applicant for a job and any difficulties they might encounter. They were able to use these facts to write coherently (ie the information was readable and well-ordered) on the topic and, because their own qualities and experience mostly corresponded to those required by the job, they were capable of addressing a range of points raised by the advertisement they listened to.

Furthermore, as candidates wrote about themselves, they were able to develop ideas without relying too heavily on chunks of text or expressions quoted from the listening passage. Candidates were able to demonstrate some ability to express ideas in their own words and to paraphrase in French. They also had to be able to go beyond the type of general comments that could have been written without reference to the passage detail.

Candidates showed they had a very good idea of the structures required by Level 8 of the French Curriculum. They needed to demonstrate sufficient accuracy to avoid errors which would hinder communication. It should be stressed that while an excellent level of language with fewer ideas could qualify the candidate for Scholarship, the converse (more ideas but weak language) was not the case.

Candidates who gained Scholarship spoke for at least three minutes citing the advantages and disadvantages of the towns outlined in the reading passages, the qualities they thought were important for a town and made comparisons with a New Zealand town. They spoke coherently, showing sufficient mastery of their material to avoid undue hesitations and going beyond mere regurgitation of expressions taken from the texts. Although it was desirable for candidates to devote sufficient time to each of the three questions, some provided sufficient evidence of ability by a very full answer to the first question alone. They were also able to speak with sufficiently good pronunciation to avoid hindering communication.

Candidates who gained Scholarship with Outstanding Performance understood the instructions that they were required to present *vos propres idées et suggestions à apporter*. They went beyond the enumeration of reasons for which they considered themselves suitable for the job to offer intelligent suggestions as to how such a tour could be improved and made more attractive to young people (thus showing full understanding that 'the company' was dissatisfied with this part of their operations).

As well as using a wide variety of complex structures and vocabulary in both written and spoken responses, these candidates sustained their level of language throughout each response. They used idiomatic touches, made very few errors, communicating convincingly and employing Level 8 structures in flowing seamless style. The comfortable integration of these structures (without affecting the fluency of the language) was evidence that these had been fully digested. The structures were thus subordinated to the overall purpose of convincing and personalised communication.

Personalisation of responses was one element which stood out from the work of all the Outstanding Performance candidates. In doing this, they showed 'ownership' of the structures and ideas used.

Candidates responded fully to the listening passage by giving a range of useful suggestions from recommendations about home stays and language courses, what young people would enjoy seeing and doing, to more or less detailed recommended itineraries. Candidates at this level also showed an awareness of what young tourists might find unusual or surprising about France, of how to encourage the right attitude of open-mindedness and curiosity in the young tourists, and of dealing with problems of behaviour and homesickness.

In the spoken responses, candidates awarded Scholarship with Outstanding Performance were able to make extended comparisons of the towns mentioned in the reading passages and intelligent and convincing comments about young people's requirements for an ideal town. They were also able to make intelligent comparisons with their town in New Zealand.

At the level of outstanding performance, candidates devoted sufficient time to each of the three questions. The second and third questions gave them more scope to go beyond the texts and into the realm of personal opinion, satisfying the requirement to *communicate in a convincing manner*.

As was the case in the written responses, the ability of candidates to use the expressions taken from the text, but also to go beyond these using their own words was critical in demonstrating the required *flexibility and flair*. Candidates at this level stood out by their ability to show themselves as personally engaged and interested in what they were doing rather than simply responding mechanically to a task.

Assessment Schedule

Scholarship: French (Second Language) (93004)

Section One: Writing

Judgement leading to Scholarship	Samples of Evidence
<ul style="list-style-type: none"> Uses information from the given texts to express and develop relevant ideas/opinions in a coherent manner. Writes at least 200 words in French. Uses a wide variety of complex vocabulary and structures up to and including Level 8 of the Curriculum document. Any errors in language do not hinder communication. Communicates with fluency.* 	<p>J'adore le travail stimulant, je suis curieux et j'ai le sens pratique qu'il est essentiel dans un tel métier. Mais, si je réussis dans cette candidature, j'apporterai aussi mes propres idées et suggestions que vous aideraient dans l'organisation des séjours.</p> <p>Tous ceux qui voyagent en France voudraient apprendre le français donc ce sera une bonne idée de passer une semaine avec une famille française. Ils y trouvent des amis qui ajoutent des aspects spéciaux à leurs séjours. Il leur donne aussi une connaissance de la culture française sans laquelle ils ne pourraient être ouverts et intéressés par tout ce que les entoure.</p> <p>En fait j'ai déjà pensé de quelques activités que nous pouvons faire, y compris un voyage à Mont St Michel et un voyage à la place du Rouen où Jeanne d'Arc était brûlée.</p>

* Fluency means that the candidate's writing 'flows' due to the skilled manipulation of grammatical structures.

Judgement leading to Outstanding Performance	Samples of Evidence
<p>In addition to meeting the criteria for Scholarship:</p> <ul style="list-style-type: none"> Sustains a wide variety of complex structures and vocabulary throughout both written and oral responses. Manipulates the language with a certain degree of flexibility and flair. Communicates in a convincing manner. 	<p>En générale, les séjours organisés ne s'arrêtent qu'aux visites aux monuments en prenant quelques photos, mais les jeunes sont différents. Selon moi, la vie nocturne fait aussi bien une grande partie de la culture française que les monuments. Puis je pense que c'est mieux de voyager en groupe parce que c'est moins dangereux pourvu que tout le monde s'entende bien.</p> <p>Au lieu de passer du temps à suivre des cours de langue, les jeunes devraient être placés dans un lycée pour un jour ou deux pour qu'ils puissent se rendre compte ce que les jeunes Français doivent apprendre à l'école. Je sais que les jeunes préfèrent rester en famille d'accueil plutôt que dans un hôtel ou une auberge car avec une famille d'accueil on se sent plutôt un Français qu'un touriste et également en familles d'accueil sa connaissance de langue française s'améliore rapidement.</p> <p>J'ai déjà des idées de choses que les jeunes aiment : les parcs d'attraction, la chance de faire de nouveaux amis, c'est les choses comme ça qu'ils aiment bien. C'est pour cela que je sais qu'ils ne voudraient pas être dans un bus pendant toute la journée avec rien à faire.</p>

Section Two: Speaking

Judgement leading to Scholarship	Samples of Evidence
<ul style="list-style-type: none"> Speaks clearly and coherently for approximately 3–4 minutes on the set topic(s). Uses a wide variety of complex vocabulary and structures up to and including Level 8 of the Curriculum document. Any errors in language do not hinder communication. Communicates with fluency.* 	<p>Bien que Marseille ait une réputation de délinquance d'une grande ville la population de Nantes augmente rapidement donc Nantes aura les mêmes problèmes dans quelques ans.</p> <p>...mais Nantes est moins beau à cause du climat humide et il semble qu'il soit plus grise en général.</p> <p>A vrai dire cette ville dans lequel il n'y a guère un bar ouvert la nuit peut paraître un peu calme, particulièrement pour ceux qui viennent des grandes villes, telles que Paris.</p> <p>Il y aura de l'architecture très intéressante, pour moi c'est très important, parce que l'environnement dans lequel j'habite c'est très important pour moi. Il faut avoir le travail dans ma ville idéale parce que je voudrais gagner beaucoup d'argent pour aller à l'université et pour voyager.</p>

* Fluency means that the candidate's speaking has no lengthy pauses. It does allow for some thinking time.

Judgement leading to Outstanding Performance	Samples of Evidence
<p>In addition to meeting the criteria for Scholarship:</p> <ul style="list-style-type: none"> Sustains a wide variety of complex structures and vocabulary throughout both written and oral responses. Manipulates the language with a certain degree of flexibility and flair. Communicates in a convincing manner. 	<p>Si on décide d'habiter dans une grande ville, on doit faire face aux difficultés comme le crime et la circulation, mais je ne pense pas que ces choses soient pires à Marseille que dans toute grande ville.</p> <p>J'aimerais que le temps soit bon, qu'il ne fasse ni trop froid ni trop chaud. Un peu de neige ne me dérangerait pas, mais pas trop de pluie, s'il vous plaît.</p> <p>Pour ma part je préférerais habiter à Marseille parce que d'après ce que dit l'article, la ville est très moderne et dynamique. De plus elle est riche en cultures et la région dans laquelle elle se trouve, la Provence, m'intéresse depuis des années. Il semble que Nantes soit trop calme pour moi et moi, en revanche, j'ai un personnage assez dynamique.</p> <p>En premier lieu il est important qu'une ville offre une bonne éducation pour qu'on puisse continuer avec leurs études à l'université sans aucun problème. La plupart des jeunes Néo-Zélandais aiment nager aussi, donc il faut qu'on ait accès à une plage située près de la ville.</p>