

Scholarship

2010 Assessment Report

French

COMMENTARY

Section One: Writing

The Listening passage about smoking was topical and allowed students to use material about the perils of smoking and other young people's problems that they may have studied in class. The students showed good comprehension of the passage and were able to write extensive essays on both of the questions.

This question was well addressed, testing separately listening skills on the one hand, and critical thinking on the other. The structure of the question enabled candidates to demonstrate their knowledge and command of the French language by putting forward opinions based on the listening passage, as well as their own personal knowledge and experiences. This language knowledge, aligned with the ability to summarise the content in an organised and coherent manner, was fundamental to success. Unsuccessful candidates often omitted key points of the listening and/or gave their opinions without referring to the content of the listening at any time.

Section Two: Speaking

The Reading passage was on the topic of energy sources and nuclear energy in particular and gave the students the possibility of using environmental topics they may have studied in class to strengthen their speeches. The best candidates gave a thoughtful and balanced and personal response to the text when discussing the possibility of nuclear power in NZ.

SCHOLARSHIP WITH OUTSTANDING PERFORMANCE

Candidates who were awarded Scholarship with Outstanding Performance typically:

- had an extremely wide range of language, many beyond level 8 of curriculum
- had excellent essay writing skills, structuring their writing effectively: thought provoking introduction, clearly paragraphed, logical conclusion
- used illustrations to back up their statements including incidents from their own lives and examples from their own reading e.g. newspapers, other subjects (latest advances in nuclear energy), and general knowledge of the energy situation in NZ
- had original and interesting points of view which often came from being very widely read
- had a sound knowledge of French/NZ history e.g. David Lange quote 'can smell the uranium on your breath'
- were expressive in their spoken language, displayed lovely tone, gave a delivery which was immediate rather than simply reading from their notes, used language features such as rhetorical questions as well as humorous anecdotes from their own experience and in this way were able to hold the interest and at times captivate their audience
- had a logical flow and gave equal importance to both questions
- used idiomatic language and complex structures to express their points of view
- made their answers personal by referring to their own lives and experiences.

SCHOLARSHIP

Candidates who were awarded Scholarship but not Scholarship with Outstanding Performance typically:

- had original and interesting points of view
- used some idiomatic language and complex structures (e.g. subordinates, use of tenses such as subjunctive, conditional) to express their points of view
- demonstrated accuracy in the use of most grammar structures

- expressed a point of view, a personal reaction, reflection or comment with some confidence
- used sequences and paragraphs to make their points clearly
- were able to pick up, refer back to and discuss important points in the text
- developed ideas
- personalised and recounted their own life experiences.

OTHER CANDIDATES

Candidates who were not awarded Scholarship typically:

- did not answer questions fully or missed out a question entirely
- made too much use of the language and ideas contained in the passage
- misinterpreted material from the listening or reading passages
- demonstrated little/no original thought
- stressed material they had learned rather than answering the question in a more balanced way
- did not have an introduction, paragraphing or a conclusion
- lacked accuracy.