

Assessment Schedule – 2015
Scholarship French (93004)
Evidence Statement

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 his/her 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 CL8 or equivalent that is well-integrated into a synthesised response • interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material • engages the intended 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 CL8 or equivalent, that is well-integrated into a high-level synthesised response • fully interprets the stimulus material and makes connections with his/her own ideas that go beyond the given material and which demonstrate independent reflection • captivates the intended 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.
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: Pensez-vous que ce nouveau mode de transport puisse un jour remplacer les autres moyens de transport ? Selon le texte quels sont les avantages du covoiturage? Selon vous quels en sont les inconvénients ?

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:

D'abord dans les grands villes comme Paris, l'avantage le plus important c'est que partager une voiture, surtout s'il y a au moins trois passagers, voudrait dire que le nombre de voitures qui roulent, surtout aux heures d'affluence, serait nettement réduit. Cela mènerait à deux conséquences favorables:

- 1) les embouteillages seraient beaucoup moins gênants et dureraient moins long
- 2) cela libérerait les rues, donnant aux transports en commun, notamment les bus, la possibilité de rouler plus vite, ce qui rendrait heureux leurs clients.

Je ne pense pas que le covoiturage aille remplacer d'autres moyens de transport, surtout dans le contexte européen. Bien que le texte parle de la convivialité de partager une voiture, soit pour le trajet quotidien, soit pour un long voyage, il reste le fait que le transport en commun est le moyen le plus pratique, et le plus responsable sur le plan environnemental pour faciliter les déplacements des millions de citoyens. Voyager en train ou en bus est en général beaucoup moins stressant que de conduire et souvent plus agréable. En train on a des compagnons de voyage avec qui on peut parler si on le veut, ou on peut se taire pour faire du travail ou lire un livre.

SCHOLARSHIP:

Dans les grands villes, l'avantage le plus important c'est que partager une voiture, voudrait dire que le nombre de voitures qui roulent, serait nettement réduit.

Je ne pense pas que le covoiturage aille remplacer d'autres moyens de transport. Partager une voiture est plus conviviale mais le transport en commun est le moyen le plus pratique, et le plus responsable sur le plan environnemental pour faciliter les déplacements des millions de citoyens.

Comments :

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

The Outstanding vs. Scholarship:

The vocabulary in the outstanding is more precise; the writing is denser. The use of grammar is more subtle and complex. The candidate is using fewer pronouns, which makes 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 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"> demonstrates superficial or limited understanding of the text(s) in English or te reo Māori inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her own ideas assembles ideas that are limited or partially developed and which only sometimes go beyond the given stimulus material offers arguments that are unclear and/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(s) and justifies his/her own argument(s) in a coherent way in English or te reo Māori interprets the stimulus material and makes connections with his/her 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 / statement; arguments are supported by examples that are evaluated develops and integrates personal opinions, beliefs, viewpoints, or ideas that acknowledge and explore different perspectives and which go beyond the given material. 	<p>The candidate:</p> <ul style="list-style-type: none"> demonstrates understanding of the text(s) and inferences and justifies his/her argument(s) in a sustained, convincing and coherent way in English or te reo Māori interprets and evaluates the stimulus material and makes connections with his/her own ideas that go beyond the given material and which 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 / statement; 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 which investigate and extensively explore different perspectives demonstrates insight and independent reflection at the highest level.
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**.

Question II: According to the text, what are the positive and negative aspects of advertising?

An advertisement is made to appeal to the potential customer and often distorts reality. Can we really trust advertisements?

OUTSTANDING:

The negative effects of advertising are more obvious. As far as young people are concerned, the principal guilty party in this is the snack food / fast food industry. As the text says, the vast majority of advertising targeting young people is for food that is much too high in sugar and / or salt. Because today's children tend to be less active than previous generations and because they have greater spending power, this is leading to a rapid increase in the percentage of obese young people, not just in the obvious countries such as the USA, but even in France. The fiscal consequences of this are already being seen in the rapid rise in the number of Type 2 Diabetes cases that the public health system must treat.

However, it is not only food advertising that has negative effects on children. Advertising, according to the text, often creates an illusory world, an ideal world where the norm is for everyone to want the same products – be they toys, clothes, electronic devices – regardless of the means of parents to satisfy their children's expectations. When you add to this video games and the violent worlds many of them create where death occurs with impunity, it becomes increasingly difficult for young people to distinguish between wants and needs, real and imaginary and they don't know which way to turn. This may be relatively harmless, as in the case of a toy, but it may have deadly consequences, as has been seen on numerous tragic occasions in the United States.

So, the question of whether we can really trust advertisements or advertisers becomes clearer.

Advertising, as we have seen, falls into two categories. First, advertising, and this is the vast majority of advertisements that have as their primary aim, profit – the commercial imperative. In this case, reality is likely to be distorted. No matter the product being advertised – car, insurance, electronic device, toy, brand name clothing – if it sounds too good to be true, it probably is. That is a cliché, but it is true. Although advertisements are not permitted by law to tell outright lies, they will most certainly exaggerate the benefits of a product and minimise the difficulties or problems. You cannot take such an advertisement at face value.

Secondly, there are those advertisements that are primarily for the public good, such as those aimed at reducing the road toll by condemning excessive speed or the combination of alcohol and driving or the New Zealand "Push Play" series of advertisements, which promoted the benefits of getting more active. These advertisements are largely accurate and may be relied on; however, they are the minority of advertising. At a guess, on New Zealand television there would be a ratio of about 10:1.

SCHOLARSHIP:

The negative effects of advertising are more obvious. As far as young people are concerned, the principal guilty party in this is the snack food / fast food industry. As the text says, the vast majority of advertising targeting young people is for food that is much too high in sugar and / or salt. Because today's children tend to be less active than previous generations and because they have greater spending power, this is leading to a rapid increase in the percentage of obese young people, not just in the obvious countries such as the USA, but even in France. The fiscal consequences of this are already being seen in the rapid rise in the number of Type 2 Diabetes cases that the public health system must treat.

However, it is not only food advertising that has negative effects on children. Advertising, according to the text, often creates an illusory world, an ideal world where the norm is for everyone to want the same products – be they toys, clothes, electronic devices – regardless of the means of parents to satisfy their children's expectations. When you add to this video games and the violent worlds many of them create where death occurs with impunity, it becomes increasingly difficult for young people to distinguish between wants and needs, real and imaginary, and they don't know which way to turn. This may be relatively harmless, as in the case of a toy, but it may have deadly consequences, as has been seen on numerous tragic occasions in the United States.

Comments:

The English of the outstanding is more refined and once again the candidate not only makes statements but also justifies and gives his/her opinions. She / 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 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"> communicates with limited confidence in a manner that is hesitant expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience inconsistently and/or partially interprets the stimulus material and occasionally makes connections with his/her 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 his/her own ideas that go beyond the given material uses a wide variety of complex structures and vocabulary up to and including CL8 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 his/her own ideas that go beyond the given material and which demonstrate independent reflection and extrapolation uses a very wide variety of complex structures and vocabulary up to and including CL8 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.
1, 2, 3, 4 marks	5, 6 marks	7, 8 marks

Question Three

Candidates will be required to give a spoken response of 3–4 minutes to a 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 III : Jusqu'à quel point considérez-vous être influencé par la publicité?

Possible answer:

Je pense que la pub m'influence sur certains aspects. Par exemple, j'adore la mode et je suis consciente que je suis un peu grosse alors toutes les pubs sur la nourriture, les régimes et bien j'y suis sensible. Alors je demande a mes parents d'acheter le genre de produits que je peux voir à la télé.

J'essaie tous les produits de beauté et ça coute cher ...

Et puis il y a la pression que les autres exercent sur nous.

Je pense que l'on est toutes influences par les pubs et aussi par la pression des autres. Et tout ça combiné, on n'a plus vraiment de personnalité, on sort tous du même moule....

Moi je pense que les publicitaires travaillent plus pour les industries, pour leur faire gagner plus d'argent au lieu d'aider le consommateur à acheter meilleur.

Comments :

The candidate effectively demonstrates command of the spoken language and while expressing an opinion she/he is able to share and reflect on her/his experience. The candidate speaks clearly and justifies her/his opinion. The spoken response is concise and uses a less formal register. The candidate is expected to 'catch' the audience by using repetition, paraphrase, exclamations. The response should be more personal.