Assessment Schedule – 2023

Scholarship French (93004)

Question One		
Performance not at Scholarship level	**Scholarship Performance**	**Outstanding Performance**
The candidate: • 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 their own ideas • assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material.	The candidate: • 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 Curriculum Level 8 or equivalent that is well-integrated into a synthesised response • interprets the stimulus material and makes connections with their own ideas that **go beyond** the given material • **engages** the 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.	The candidate: • 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 Curriculum Level 8 or equivalent, that is well integrated into a **high-level** synthesised response • **fully interprets** the stimulus material and makes connections with their own ideas that go beyond the given material and that **demonstrate independent reflection** • **captivates** the 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.
Score 1, 2, 3 or 4	**Score 5 or 6**	**Score 7 or 8**

Question One

Expliquez la différence de point de vue entre Thomas et Lina.

En réfléchissant à vos propres expériences, pensez-vous que votre choix d'école secondaire a limité ou a enrichi votre éducation ?

Possible evidence: Responses are not limited to these examples and should be judged holistically.

Scholarship Performance	Outstanding Performance
The candidate **identifies** most of the **main points** from the text and expands on them with: • **clear examples** from the text linked with other knowledge and personal opinion, e.g., boys play football; girls dance – stereotypes in society, Thomas's daughter's experience, Lina's son's experience; Lina believes a fundamental reason mixed schools are good is because they prepare you for life in society – why educate separately, especially at an age when identity is establishing? • **personal reflection**, giving illustration from own school experience • **conclusions,** e.g., there are positives and negatives in both school systems: lack of opportunities in single-sex or mixed schools, peer pressure to 'conform', bullying happens everywhere. • evidence of **critical thinking** – explores other models of education, e.g., immersion.	Candidate **summarises the text** and: • draws **conclusions** and **goes beyond the text**, offering differing viewpoints as contrast / alternatives, e.g., bullying can happen anywhere, students can thrive in both single-sex and mixed environments, may use examples of people known to them who illustrate their point • **opens up the debate** that New Zealand has more single-sex schools than some countries – is this a dated idea in itself? Brings in that historically single-sex schools were the norm, possible private school advantages • **uses concrete examples as a basis for discussion** e.g., Thomas says … , but Lina says … , though I think … . • **might mention** ethics, happiness, mental health of children, rich vs poor, equal education for all • shows evidence of **independent reflection**, e.g., international school systems.

Question Two		
Performance not at Scholarship level	**Scholarship Performance**	**Outstanding Performance**
The candidate: • demonstrates superficial or limited understanding of the text • inconsistently and / or partially interprets the stimulus material and occasionally makes connections with their own ideas • assembles ideas that are limited or partially developed and that only sometimes go beyond the given stimulus material • offers arguments that are unclear or are **not supported by effective examples** • presents a descriptive, rather than analytical, response.	The candidate: • demonstrates understanding of the text and justifies their own argument(s) in a coherent way • **interprets** the stimulus material and makes connections with their 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; **arguments are supported by examples that are evaluated** • develops and integrates personal opinions, beliefs, viewpoints or ideas that **acknowledge and explore different perspectives** and that go beyond the given material.	The candidate: • demonstrates understanding of the text and inferences, and justifies their argument(s) in a **sustained, convincing** and coherent way • **interprets and evaluates** the stimulus material and makes connections with their own ideas that go beyond the given material and that **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; 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 that investigate and extensively explore different perspectives** • **demonstrates insight and independent reflection at the highest level**.
Score 1, 2, 3 or 4	**Score 5 or 6**	**Score 7 or 8**

Question Two

Explain how social origin and school success are linked according to the text. In your opinion, should we talk about meritocracy in the school system?

Possible evidence: Responses are not limited to these examples and should be judged holistically.

Scholarship Performance	Outstanding Performance
The candidate **justifies** and **supports** their statements, and **expands** on their opinions. The candidate may: • comment on the PISA study, e.g., international benchmark for schools that tests every four years in reading, maths, and science, shows the link between privileged and disadvantaged backgrounds, and that the home situation impacts educational outcomes, important because it's used around the world as a benchmark • comment on Ashan, e.g., year 10, lives with Mum (Moroccan with little French language who doesn't read well and works late as cleaner), home alone, plays video games, little homework done, never been to a museum, doesn't go to the library • comment on Lucie, e.g., aged 15, lives with Mum (philosophy teacher) and Dad (engineer – both university educated), has to do homework before phone time, parents help if needed, introduced to sports • discuss and challenge the concept of meritocracy – they would be expected to mention some reasons for their thoughts. Candidates should include advantages and disadvantages of this system.	The candidate **fully answers** the question. They are more **original** and **organised** in their thoughts and draw from a **broader range of examples** to illustrate their points. Their answer is synthesised with pros and cons blended with their personal opinion, thoughts, and ideas. In particular, the candidate may: • raise questions on the international scale:, e.g., rich / poor countries, ethnic minorities, impact of multilingualism and multiculturalism, indigenous cultures rich in knowledge – is this a westernised approach to education? Are there other ways to show knowledge? • open the debate on meritocracy in school, e.g., current system is unfair, you shouldn't need a privileged background to thrive in education, or to have help from family contacts to get started; intelligent children around the world should be able to access high-level education regardless of their background or parental support (though rich parents can sometimes just throw money at a child and it doesn't help).

Question Three		
Performance not at Scholarship level	**Scholarship Performance**	**Outstanding Performance**
The candidate: • communicates with limited confidence in a manner that is hesitant • expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience • inconsistently or partially interprets the stimulus material and occasionally makes connections with their 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.	The candidate: • 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 their own ideas that go **beyond the given material** • uses a **wide** variety of complex structures and vocabulary up to and including Curriculum Level 8 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.	The candidate: • 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 their own ideas that go beyond the given material and that **demonstrate independent reflection and extrapolation** • uses a **very wide variety** of complex structures and vocabulary up to and including Curriculum Level 8 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.
Score 1, 2, 3 or 4	**Score 5 or 6**	**Score 7 or 8**

Question Three

« L'accès à l'éducation un droit pour tous.» – UNESCO

Pensez-vous être un(e) élève favorisé(e) ou défavorisé(e). Justifiez votre réponse.

Possible evidence: Responses are not limited to these examples and should be judged holistically.

Scholarship Performance	Outstanding Performance
The candidate: • consistently uses examples from the reading and listening texts, linking to own ideas that go beyond the stimulus material • starts to link examples from the texts and their own examples to their opinions, e.g., explaining their own school experience (single-sex / co-ed), explaining their family situation • attempts to define "un(e) élève favorisé(e) ou défavorisé(e)".	The candidate: • will use similar information to other candidates, but will cite relevant examples showing their ability, and will consider possible scenarios • will demonstrate a high level of sophistication and a high level of fluency in their spoken response • might take a more balanced approach, weighing a range of facets / aspects • might articulate a passionate response with well-constructed arguments backed with examples • might pose questions to open the debate and contrast the texts to their own experience in New Zealand.

Cut scores

Scholarship	Outstanding Scholarship
14 – 21	22 – 24