

No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

SUPERVISOR'S USE ONLY

S

93004



Draw a cross through the box (X) if you have NOT written in this booklet

☐

+

# OUTSTANDING SCHOLARSHIP EXEMPLAR



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## Scholarship 2023 French

Time allowed: Three hours  
Total score: 24

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

There are two sections in this examination:

- Writing – Questions One and Two
- Speaking – Question Three

The writing section takes place during the first two hours of the examination. Answer Questions One and Two in this booklet.

The speaking section takes place in the third hour of the examination. The supervisor will let you know when you are to go to the recording room, where you will receive Question Three.

If you need more room for your answer to Question One or Question Two, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–15 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (AREA DO NOT WRITE). This area may be cut off when the booklet is marked.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

**LISTENING PASSAGE: École mixte ou non mixte ?**  
(Coeducational or single-sex school?)

Point 1

Listen to a report about the role of gender in education.

Point 2

Refer to the passage in your answer to Question One on page 3.

You will hear the passage three times:

- The first time, you will hear it as a whole.
- The second and third times, you will hear it in sections, with a pause after each.
- As you listen, you may make notes in the space provided.

**Glossed vocabulary**

précoce      early

**LISTENING NOTES**

- boys play football, girls dance.

clothes → present at school? but which schools?

classic co-ed vs single-sex debate  
old as time 00

mixed schools are an  
NZ subject thing

Parents at high school

their experiences  
are different

Thomas      mixte is bad  
reproduce sexist stereotypes  
when she joined  
Emma  
Sitième  
Y7

physically + mentally précoc  
harassment from the boys about her  
breasts + size  
She'd suffer - come home crying  
She asked if there were girls' schools  
perd. un seconde  
she's year 9

still diverse, but no judgement  
discovered subjects that tend to  
be male  
he thinks that the teachers have  
changed his mind  
boy children  
boycott the male gaze  
more confident in her opinions

Son Adrian  
non-mixed make sexist  
stereotypes  
Lina      he was discouraged from playing  
a more "feminine" sport

NZ is notoriously sexist  
NZ single-sex school  
Gymnastics was fine in France  
shocked by his classmates' behaviors  
they mocked him  
changed to rugby

"Prepare for the 'real world life'"  
Men + Women live together  
Why educate them differently?  
they've been proven to learn  
differently  
teachers think that it is  
dangerous to live together  
Well, it is...

"mutual respect"

Fondamentale

l'enter



## 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 ?

Respond in French, and refer to the listening passage to support and justify your discussion.

Pour choisir un école, c'est choisir votre avenir. Bien que un nombre des jeunes aient les expériences mauvaise, je crois que mon choix d'école secondaire a enrichi mon éducation, plutôt que l'a limiter.

Naturellement

Comme les parents, Thomas et ~~Lina~~ Lina ont les ~~expériences~~ avis différent. Pour Emma, la fille de Thomas, les écoles mixtes étaient en catastrophe à cause de sa développement précoce. Par contre, l'expérience d'Adrien, selon Lina, sa mère, ~~est~~ était mauvais ~~à~~ l'école non-mixte. Mais je crois qu'il y avait quelques différences vitale qui a produit ces ~~de~~ expériences différent. Un énormément des études ont dit que, pour les filles, ~~Néanmoins~~ les écoles mixtes sont plus pire que les écoles non-mixte, particulièrement dans le plan de l'apprentissage. Il a été ~~montré~~ montré que, comme Emma, il ya un tendance pour les filles être précoce, comparatif aux garçons à au même âge. Ça crée les difficultés scolaires pour les filles, qui doivent souvent apprendre au niveau des garçons. Un autre élément qui a contribué, d'après moi, aux différences, sont les avis différent entre les garçons en Nouvelle-Zélande, et en un pays européen, comme la France. Tandis qu'il paraître être un stéréotype, les garçons en Nouvelle-Zélande ~~sont~~ <sup>doivent</sup> être, à mon avis, plus "macho" qu'en Europe. Les sports comme le gymnastique sont ~~aux~~ toujours pratiqué, bien sûr, mais ils sont plus rare qu'un sport comme le rugby.



et  
leur  
air bit



Ayant dit cela, ça va sans dire que mon expérience <sup>ne servirait pas</sup> ~~serait~~ <sup>le</sup> ~~le~~ même<sup>1</sup> que toutes mes copines, ~~et~~ ou de tous les élèves <sup>Néo-Zélandais</sup>.  
 Et, j'ai entendu dire que, pour les certains, les écoles mixte leur offrent les opportunités pour améliorer leur confiance; ou peut-être, comme <sup>Adrien</sup> ~~Adrien~~, ils ont eu les <sup>"harcèlement"</sup> ~~difficultés~~ en allant à une école non-mixte<sup>\*\*</sup>. Je ne peut parler pour tout le monde, <sup>pour revenir à nos moutons,</sup> mais, je suis certaine que, en mon expérience, mon ~~ex~~ droit d'école a enrichi mon ~~expérience~~ éducation.

Pour moi, en allant à une école non-mixte, je suis plus courageuse d'essayer les nouvelles chose, ou de défendre mes ~~of~~ <sup>opinions</sup> opinions. Mes profs, la plupart des femmes, comprennent les difficultés ~~qu'une~~ <sup>qu'une</sup> femme doit y faire face ~~à~~ dans le monde vrai. Bien sûr, les profs à une école mixte peuvent ~~leur~~ <sup>leur</sup> offrir le même conseil, mais je trouve que c'est vitale à voir des gens qui ~~à~~ <sup>ont</sup> fait les chose <sup>grands</sup>, et qui vous ressemblent.

<sup>\*\*</sup> et ça, c'est complètement valide.



## READING TEXT: *La méritocratie scolaire* (School meritocracy)

Read this article about social inequalities and their effects on students. Refer to it in your answer to Question Two on page 8.

### Glossed vocabulary

la méritocratie	meritocracy (system where progress is based on ability and talent rather than on class, privilege, or wealth)
la médaille Fields	the most prestigious award for mathematicians, equivalent to a Nobel Prize

### La méritocratie scolaire : mythe ou réalité ?

En 2017, le Président avait fait de la lutte contre la reproduction des inégalités sociales à l'école l'une de ses priorités. Or, les derniers résultats de l'enquête Pisa ne sont pas bons.

L'enquête Pisa est une étude de référence réalisée tous les quatre ans dans 79 pays. 600 000 élèves de 15 ans sont évalués en compréhension de l'écrit, en mathématiques et en sciences. Les résultats permettent à chaque pays d'évaluer son système éducatif. Ce qui ressort de cette étude, c'est que l'école en France est la championne des inégalités sociales.

L'actuelle Première ministre française pense qu'on a en France un système qui sait produire l'excellence. On a vu récemment la remise des prix Nobel de physique et de littérature aux Français, ainsi qu'une médaille Fields. La Première ministre française ajoute qu'un des principaux défis que connaît notre système éducatif, c'est qu'il est sans doute l'un de ceux qui reproduit le plus les inégalités.

La France est ainsi l'un des pays où le lien entre le statut socio-économique et la performance dans Pisa est le plus fort, avec une différence de 107 points entre les élèves issus d'un milieu favorisé et ceux issus d'un milieu défavorisé.

Mais les inégalités scolaires ne font que refléter des inégalités sociales, culturelles et économiques. Bernard Lahire, sociologue de l'éducation, a dressé le portrait de plusieurs enfants (mode de vie, logement, sport, école, langage, loisirs, etc.). Il a montré que l'éducation à la maison était différente selon la classe sociale et que cela avait un impact sur les performances scolaires. Parmi les élèves qu'il a interrogés, il y a Ashan, issu d'un milieu défavorisé et qui a des difficultés à l'école, ainsi que Lucie, issue d'un milieu favorisé et qui est première de sa classe dans un lycée de Paris.

Ashan est en classe de Troisième. Il est français mais sa mère est née au Maroc. Elle est arrivée en France il y a vingt ans. Elle ne parle pas bien le français. Elle est femme de ménage et est souvent absente en fin de journée car elle doit partir travailler. Ashan se retrouve seul à la maison et passe beaucoup de temps à regarder des vidéos devant son téléphone. Chez eux, il n'y a pas de livres, sa mère ne lit pas, elle ne l'emmène pas à la bibliothèque et il n'est jamais allé au musée.



A l'opposé de l'échelle sociale, Lucie est aussi une Française de quinze ans. Sa mère enseigne la philosophie au lycée. Elle choisit pour elle des livres pas trop « stupides », avec des « mots compliqués ». Son père, qui a aussi fait des études à l'université, est ingénieur. Après l'école, Lucie a le droit d'utiliser son téléphone seulement lorsque ses devoirs sont terminés. Ses parents l'aident parfois si elle ne comprend pas un exercice. Ils l'ont aussi initiée à des sports qui donnent le goût de l'effort.

L'étude de Bernard Lahire confirme les résultats de nombreuses recherches qui ont montré que l'origine sociale et les résultats à l'école sont fortement liées. La question qu'on peut se poser est donc la suivante : que peut faire l'école pour réduire ces inégalités et offrir les mêmes chances de réussite à tous les élèves ?

Social origin → School system

- deatiles
- my experience vs those near me
- recent ad campaign about hunger
- most taking this paper will be high deatle
- lowest literacy and numeracy rates, and some of the highest in child poverty

the

Meritocracy

- relative meritocracy
- acknowledge NE's multicultural
- it is not really a meritocracy
- it's racist

#### Acknowledgements

Material from the following sources has been adapted for use in this assessment:

[https://www.lepoint.fr/education/pisa-2018-la-france-toujours-championne-des-inegalites-03-12-2019-2351040\\_3584.php](https://www.lepoint.fr/education/pisa-2018-la-france-toujours-championne-des-inegalites-03-12-2019-2351040_3584.php)  
<https://www.20minutes.fr/societe/3323327-20220709-systeme-educatif-francais-ceux-reproduit-plus-inegalites-selon-elisabeth-borne>  
<https://www.20minutes.fr/societe/2596823-20190906-inegalites-precoces-debut-habitudes-vie-codes-culturels-creent-ecarts-entre-enfants>  
<https://www.radiofrance.fr/franceculture/inegalites-des-l-enfance-la-lecture-claude-ponti-et-l-ironie-par-bernard-lahire-3624494>  
 Image: <https://www.kqed.org/mindshift/61278/if-test-scores-and-attendance-are-down-how-are-more-students-are-earning-high-school-diplomas>



## 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?

**Respond in English or te reo Māori**, and refer to the reading text to support and justify your discussion.

If you ask many a politician, they'll recount tales of their difficult upbringing, and how hard work got them to where they are today. ~~One of the most disturbing aspects of high school is the ability to weed out those from other backgrounds.~~ Whilst that certainly used to be the case, nowadays ~~more and more~~ the poverty gap goes ever larger, and students are falling through the cracks. It is essential to acknowledge the irrevocable link between social origin and school success, else we risk it growing yet more detrimental.

Whilst the text alludes to the French statistics from the Pisa inquiry, the same is largely true for New Zealand: aspects of <sup>Social origin</sup> ~~background~~, such as language, lifestyle, sport, and housing, all contribute to success in the school system. ~~The~~ report found that the French education system breeds inequality, and the same can be said here. Whilst we are winning far, far fewer Nobel prizes, New Zealand is experiencing some of the most dire literacy and numeracy rates ~~in~~ in the OECD, paired, "coincidentally," with exponential rates of child poverty. Recent New Zealand ad campaigners ~~state~~ state, quite rightly, that a hungry child cannot learn, and the same <sup>would be</sup> ~~is~~ true in France. First-generation New Zealanders, like Ashan, have near-insurmountable barriers between them and academic success: the need to learn a second language, to work to help support their families, or to self-motivate. It's largely unsurprising that the global pandemic caused unprecedented truancy rates in New Zealand: our school system is ill-equipped for those already <sup>put</sup> on the edges by poor socioeconomic circumstance.



~~live in~~ live in poorer communities, due to their  
9 lower income, and therefore live in the  
household 'Zones' of and

~~That~~ The word "meritocracy," in reference to education, is largely <sup>if not laughable.</sup> misleading. Take this paper, for example. I can say, with near certainty, that most taking it will come from high decile schools. Bold as this claim may be, a brief reflection on the text reinforces it: children like Ashan attend lower decile schools. In turn, ~~the~~<sup>his</sup> socio-economic climate of both home and school promotes not meritocracy, but mediocrity: to get a job and help <sup>support</sup> his single mother, he does not need to ~~also~~ receive an outstanding scholarship in French, he needs to pass Level 2. Children like Lucie, with academically-minded parents, ~~who~~ will be pushed (willingly or not) to challenge themselves with scholarship subjects. And she is enabled in this through subconscious nepotism: her parents both work in higher-paying jobs, enabled by their university degrees, which, in turn, were enabled by good grades. They have the means to send Lucie to a good school, or at least to provide her with opportunities and support, resulting in her having a ~~more~~ rich and well-rounded childhood. It is clear that any good grades she receives are, in part at least, thanks to her affluent upbringing. Thus it seems that we should talk not of a meritocracy, but a plutocracy = a society led by wealth.

My personal experience largely reinforces this hypothesis. Both my parents ~~who~~ came from poor socio-economic backgrounds, but were lucky to work hard, go to university, and get good jobs. The word "lucky" is critical here: they were entering the school system at a time when it was possible to work your way out of poverty, largely different now. Thanks to them, I attend a high-decile school with above-average grades across all students. All of this, one way or another, down to luck. On



the other end of the socio-economic scale lies a close family friend. A person of colour with a large family, she was required to help raise her siblings rather than finish high school. Despite her towering intellect, she has lived all her life below the poverty line, all as a result ~~of~~ not of a lack of "talent or ability," but rather a lack of circumstance. To cultivate a meritocracy is to deny the validity of her struggle, and of many other New Zealanders. To "climb the slippery pole" against poverty is almost impossible thanks to the poverty cycle, which reinforces generational disadvantage like Ashai's\*. Any success that I, or my peers, gain, ~~to~~ cannot truly be said to be due to our own merit.

One cannot deny that hard work plays a part in success, but it is completely incorrect to tout it as a ~~one-size-fits-all~~ one-size-fits-all method to a six-figure salary, and to claim otherwise is misleading and insensitive.

\*What's more, it's racist; requiring every student's home life to follow Western patterns of validity, where things like speaking English determine your chances of success.



Extra space if required.

Write the question number(s) if applicable.

QUESTION  
NUMBER

2

~~what's more~~, studies have shown that upbringing is a determining factor in the health and wellbeing of a child. This, in turn, has an impact on their schooling, showing that the disadvantages are far-reaching.



## Outstanding Scholarship

**Subject:** French

**Standard:** 93004

**Total score:** 22

Q	Score	Marker commentary
1	7	This response is written with many sophisticated examples of French in a style that is natural. This is sustained, fluent, and flexible. The candidate develops and integrates sophisticated personal opinions and ideas that are perceptive and insightful. There are some language errors, which is why this response was not awarded 8 marks, however these errors do not hinder communication. The response demonstrates high-level analysis and critical thinking. The stimulus material is fully interpreted, with connections made to the candidate's own ideas which often go beyond the given material and thus demonstrate independent reflection. Ideas are expressed in a synthesised way with the candidate blending their own opinion alongside examples from the stimulus material. The candidate demonstrates a very wide range of structures and vocabulary.
2	8	This question required candidates to analyse the themes within the text, while answering the question. The response demonstrates a thorough understanding of the text with arguments justified in a sustained, convincing, and coherent way. Interpretation and evaluation of the stimulus material with connections drawn with their own ideas clearly demonstrates independent reflection and extrapolation beyond the given material. Sophisticated personal viewpoints and ideas are perceptive and insightful, presented in a response that investigates and explores different perspectives. It is a synthesised response where arguments are supported by examples which are effectively evaluated.
3	7	In this response the candidate communicates in a natural, fluent and flexible way with a touch of humour included which shows appropriate use of language. The language used shows a very wide variety of complex structures and vocabulary which is well- integrated into a high-level synthesised response. Although the candidate speaks a little slowly at times, they speak clearly and concisely with correct intonation. In some places there is evidence of first language interference with pronunciation of a handful of words. The pauses demonstrate the searching for appropriate vocabulary or the right structure. Connections are made with own ideas that go beyond the stimulus material with explicit reference to the stimulus material. It is a confidently delivered speech and was awarded a high 7.