

Assessment Schedule – 2021**Scholarship French (93004)**

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 their 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 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. 	<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 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

Selon Madame Vaclair, les récentes innovations technologies ont détérioré les relations interpersonnelles. Qu'est-ce que vous en pensez ?

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

Scholarship Performance	Outstanding Performance
<p>The candidate identifies most of the main points from the text and expands on them with:</p> <ul style="list-style-type: none"> • clear examples from the text linked with other knowledge and personal opinion, e.g, the candidate might mention the battle with children over the use of smartphones, time spent playing Fortnite, dependency on new technologies, the negative effect on family relationships, overuse of social media, or less time spent together as a family, such as children playing in the garden, or swimming • personal reflection, expressing and developing ideas with precision and clarity; e.g. own ideas relating to the overuse of social media • conclusions, e.g. overuse of technology can cause isolation or anxiety over image • evidence of critical thinking – e.g., making connections with the benefits of recent technological innovations, such as communication with family or friends overseas, faster communication with friends and relatives, connections with people with similar interests through platforms such as Facebook groups, Strava, or Instagram, the ability to find old friends, keep in touch with new contacts, or maintain relationships – but fails to fully explore. 	<p>Candidate summarises the text and:</p> <ul style="list-style-type: none"> • draws conclusions and goes beyond the text, offering differing viewpoints to those of the speaker • opens up the debate that new technological innovations have both negative and positive implications • uses concrete examples as a basis for discussion, e.g., considers the pros and cons of things such as the use of recent technological innovations to communicate with family and friends, to interact with people with similar interests, to find old friends, to develop new contacts, or to maintain relationships • shows evidence of independent reflection, e.g., discusses hurdles ahead for technological innovations or the implications of overuse by people, drawing on personal experience for additional examples • might mention changes to ways of working through increased use of recent technological innovations, e.g., people working as Instagram / YouTube influencers, or employers using new technology to recruit staff.

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 • 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. 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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. 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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

Is transhumanism desirable for humankind, or should limits be placed on it?

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

Scholarship Performance	Outstanding Performance
<p>The candidate justifies and supports their statements, and expands on their opinions. The candidate would be expected to give some reasons for their ideas. The candidate may:</p> <ul style="list-style-type: none"> • comment on how transhumanism may / can change lives; e.g., improve human health, eradicate disease, eliminate unnecessary suffering, or increase intellectual, physical, and emotional capacities • discuss how humankind has / can benefit from transhumanism developments • interpret the stimulus material in considering ‘enhanced humans’ versus medical repairs • discuss the extremes of transhumanism and challenge the concept, exploring perspectives of others, thus going beyond the given material. 	<p>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. In particular, the candidate may:</p> <ul style="list-style-type: none"> • reflect on the fact that, in our society, transhumanism is already present and consider the extent to which this affects everyday life • discuss how transhumanism has created inequalities (with examples or scenarios), and how future developments may create further inequalities • provide an insightful and sophisticated interpretation of the text, which discusses medical possibilities, using examples from their personal experience, their own reading, or movies to illustrate their points • raise ethical questions; e.g. Is it fair financially? Would this be available to all? Is it right to modify humans so much? Would it lead to further discrimination? Is human mortality taking it too far • discuss, or begin to discuss, ideas associated with eugenics. <p>The candidate draws a justified conclusion (positive, negative, or a combination of both) about the impact of transhumanism.</p>

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 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. 	<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 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. 	<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 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

« *La peur de l'inconnu est la limite de l'innovation.* » – Joël Fangbé, Manager C.E.O., Ileven Communication

Les innovations technologiques sont-elles synonymes de progrès ?

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

Scholarship Performance	Outstanding Performance
<p>The candidate:</p> <ul style="list-style-type: none"> • mostly uses examples from the reading and listening texts • starts to link examples from the texts and their own examples to their opinions • begins to acknowledge the terms “innovation” and “progress”, giving examples both from the texts and beginning to bring in their own experiences. 	<p>The candidate:</p> <ul style="list-style-type: none"> • will use similar information to other students, but will cite relevant examples showing their ability, and will consider possible scenarios with pros and cons of the different technological innovations • will demonstrate a high level of sophistication and fluency in their spoken response • will discuss the difference between “innovation” and “progress” • 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
13 – 21	22 – 24