

## French Level 3 – Sample 2009 Examination Questions

90558: Listen to and understand complex spoken French in less familiar contexts

*Note: These sample questions are based on the texts and questions in the 2008 paper*

### PASSAGE ONE: HAPPINESS

#### Question One

- (a) Explain the purpose in making this podcast
- (b) Explain what is said about how to find happiness
- (c) What are the points made in this section about explaining and obtaining happiness?

#### Question Two

- (a) Explain what is said about the kind of activities that can produce happiness
- (b) Explain what the podcast says about when sports people and artists feel happy
- (c) Explain what is said about happiness in relation to living in New Zealand

### PASSAGE TWO: MEMORIES

#### Question Three

- (a) Give a detailed account of the speaker's memories and reflections triggered by the photo
- (b) Explain the similarities between the speaker and Michelle's situation and what other memories these triggered

#### Question Four

- (a) Give a detailed explanation of why the speaker and her family had to leave their country of origin
- (b) Explain about the difficult choice she had to make

#### Question Five

- (a) Explain about her sister's reaction to being told to take only essential items
- (b) Explain what the speaker says about leaving her country, what important lesson did she learn?

## Assessment Schedule

### French Level 3 – Sample 2009 Examination Questions

#### 90558: Listen to and understand complex spoken French in less familiar contexts

#### Notes for Assessors

##### *Formatting of the schedule*

Responses at Merit level are underlined.

Responses at Excellence level are **bolded**.

The Achievement column contains achievement level responses only.

The Merit column contains the achievement level responses and underlined merit level responses.

The Excellence column contains the achievement level responses, underlined merit level responses, and **bolded** excellence responses.

*In order to arrive at a final grade, assessors are to:*

- make a judgement for each Question using the shaded 'Judgement' row; the judgement will be A or M or E or N
- make a judgement for the standard as a whole using the 'Overall Judgement Statement' at the end of the schedule.

##### *Editing / altering the schedule*

The shaded 'Judgement' rows and the 'Overall Judgement Statement' are provided as a guide.

Assessors may alter them to ensure that learners are awarded the grade that their responses indicate is appropriate against the requirements of the standard.

Dot points may be added, deleted or edited as above to ensure that learners are awarded the grade that their responses indicate is appropriate against the requirements of the standard.

##### *Making the overall judgement*

Higher level judgements are to be based at all times on qualitative (not quantitative) grounds that revolve around recognition of detail and higher level structures, and inference. Typically:

- achievement level responses will give relevant information
- those at merit will contain more specific details
- those at excellence will show in depth understanding / the ability to infer meaning.

That is, the learner's ability to extract and interpret information from the text(s) will determine the grade awarded.

Evidence statement

Question	Achievement	Merit	Excellence
<b>One</b>			
<b>(a)</b>	<ul style="list-style-type: none"> <li>• Purpose of podcast is to explore whether there is an instruction manual on how to be happy</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of podcast is to explore whether there is an instruction manual on how to be happy</li> <li>• <u>The question of happiness has been discussed for centuries</u></li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of podcast is to explore whether there is an instruction manual on how to be happy</li> <li>• <u>The question of happiness has been discussed for centuries</u></li> <li>• <b>The search for happiness is one of the main motivations for people</b></li> </ul>
<b>(b)</b>	<ul style="list-style-type: none"> <li>• People think that if one buys, one will be happy</li> <li>• Unfortunately it's not the case</li> <li>• Being rich does not make someone happy</li> <li>• One can't buy happiness</li> </ul>	<ul style="list-style-type: none"> <li>• People <u>tend to think that buying things/consumerism brings/leads to happiness</u></li> <li>• Unfortunately it's not the case</li> <li>• Being rich does not make someone happy</li> <li>• One can't buy happiness</li> </ul>	<ul style="list-style-type: none"> <li>• People <u>tend to think that buying things/consumerism brings/leads to happiness</u></li> <li>• Unfortunately it's not the case</li> <li>• Being rich does not make someone happy</li> <li>• One can't buy happiness</li> </ul>
<b>(c)</b>	<ul style="list-style-type: none"> <li>• Happiness does not happen by chance</li> </ul>	<ul style="list-style-type: none"> <li>• Happiness doesn't <u>just happen / does not happen just like that</u></li> <li>• <u>It may/might be easier to explain what happiness is not</u></li> </ul>	<ul style="list-style-type: none"> <li>• Happiness doesn't <u>just happen / does not happen just like that</u></li> <li>• <u>It may/might be easier to explain what happiness is not</u></li> <li>• <b>It takes some time to understand how one obtains happiness</b></li> <li>• <b>Happiness is something that must/has to be cultivated by each person.</b></li> </ul>
<b>Judgement</b>	4 dot points	5 dot points, 2 <u>underlined</u>	7 dot points including 2 <b>bolded</b> and 2 others, <u>underlined</u> or <b>bolded</b>

Question	Achievement	Merit	Excellence
<b>Two</b>			
<b>(a)</b>	<ul style="list-style-type: none"> <li>One can find happiness by/while doing simple things</li> <li>Activities include: cooking, walking, reading</li> <li>These experiences/activities are often pleasant</li> </ul>	<ul style="list-style-type: none"> <li>One can find happiness by/while doing simple things</li> <li>Activities include: cooking, walking <u>outside/ in the open, enjoying a wonderful novel</u></li> <li>One must <u>realise these experiences/activities are worth it / worth the effort</u></li> <li>These experiences/activities are often pleasant</li> </ul>	<ul style="list-style-type: none"> <li>One can find happiness by/while doing simple things</li> <li>Activities include: cooking, walking <u>outside/ in the open, enjoying a wonderful novel</u></li> <li>One must <u>realise these experiences/activities are worth it / worth the effort</u></li> <li>The experience <b>itself</b> is often very pleasant</li> </ul>
<b>(b)</b>	<ul style="list-style-type: none"> <li>Sports people who achieve their goal after a lot of work (are happy)</li> </ul>	<ul style="list-style-type: none"> <li>Sports people who achieve their goal after a lot of work (are happy)</li> <li><u>Moments of success provide such satisfaction that everything is beautiful</u></li> </ul>	<ul style="list-style-type: none"> <li>Sports people who achieve their goal after a lot of work (are happy)</li> <li><u>Moments of success provide such satisfaction that everything is beautiful</u></li> <li>When artists are <b>caught up in the fire</b> of creation</li> <li>When artists <b>manage to put on paper</b> what is in their imagination</li> </ul>
<b>(c)</b>	<ul style="list-style-type: none"> <li>There are a lot of depressed people in NZ</li> <li>But life is beautiful when you appreciate it</li> </ul>	<ul style="list-style-type: none"> <li>There are a lot of depressed people in NZ</li> <li>But life is beautiful when you appreciate it</li> <li>Happiness <u>must be prepared and protected (worked on/maintained) by everyone</u></li> </ul>	<ul style="list-style-type: none"> <li>There is a <b>high rate</b> of depression in NZ</li> <li>But life is beautiful when you appreciate it</li> <li>Happiness <u>must be prepared and protected (worked on/maintained) by everyone</u></li> <li><b>Teachers and parents need to teach young people how to achieve happiness in their daily lives</b></li> </ul>
<b>Judgement</b>	3 dot points	5 dot points, 2 <u>underlined</u>	7 dot points including 2 <b>bolded</b> and 2 others, <u>underlined</u> or <b>bolded</b>

Question	Achievement	Merit	Excellence
<b>Three</b>			
(a)	<ul style="list-style-type: none"> <li>• Photo of her friend Michelle and herself a few years ago</li> <li>• They were about 23 years old</li>   <li>• The suburb isn't the best in the world</li> </ul>	<ul style="list-style-type: none"> <li>• Photo of her friend Michelle and herself a few years ago</li> <li>• They were about 23 years old</li> <li>• Photo was <u>taken the day Michelle left their suburb/neighbourhood with her children</u></li> <li>• <u>In their suburb there was graffiti everywhere</u></li> <li>• <u>Even sometimes racist messages</u></li> </ul>	<ul style="list-style-type: none"> <li>• Photo of her friend Michelle and herself a few years ago</li> <li>• They were about 23 years old</li> <li>• Photo was <u>taken the day Michelle left their suburb/neighbourhood with her children</u></li> <li>• <u>In their suburb there was graffiti everywhere</u></li> <li>• <u>Even sometimes racist messages</u></li> </ul>
(b)	<ul style="list-style-type: none"> <li>• Leaving her country was an important event</li> <li>• She wasn't ready (for it)</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving her country was an important event</li> <li>• <u>She had to leave her country too</u></li> <li>• <u>She had been waiting for the moment to leave for months but when the time was there she wasn't really ready</u></li> </ul>	<ul style="list-style-type: none"> <li>• Leaving her country was an important event</li> <li>• <u>She had to leave her country too</u></li> <li>• <u>She had been waiting for the moment to leave for months but when the time was there she wasn't really ready</u></li> <li>• The speaker and her friend <b>both needed to leave</b> to have a better life</li> <li>• Michelle's <b>dream</b> was a better life for her children</li> <li>• It <b>reminds</b> her/<b>makes her think</b> of what her father had to do for his own children</li> <li>• <b>By making</b> the decision to leave their country</li> </ul>
<b>Judgement</b>	3 dot points	5 dot points, 2 <u>underlined</u>	7 dot points including 2 <b>bolded</b> and 2 others, <u>underlined</u> or <b>bolded</b>

Question	Achievement	Merit	Excellence
<b>Four</b>			
(a)	<ul style="list-style-type: none"> <li>Had to leave because of political reasons</li> <li>They were looking for safety</li> </ul>	<ul style="list-style-type: none"> <li>Had to leave because of political reasons</li> <li>They were looking for safety</li> <li><u>Didn't know at the time (of leaving) where they'd be going</u></li> <li><u>Only wanted to settle down in a country ready to accept them</u></li> </ul>	<ul style="list-style-type: none"> <li>Had to leave because of political reasons</li> <li>They were looking for safety</li> <li><u>Didn't know at the time (of leaving) where they'd be going</u></li> <li><u>Only wanted to settle down in a country ready to accept them</u></li> <li>Wanted a country where they <b>wouldn't have to</b> live in fear of death</li> </ul>
(b)	<ul style="list-style-type: none"> <li>She knew she had to take only essential items</li> <li>It was hard to choose</li> <li>Took only important things</li> </ul>	<ul style="list-style-type: none"> <li>She knew she had to take only essential items</li> <li>It was hard to choose</li> <li><u>There were <b>so many</b> photos and books (to choose from)</u></li> <li><u>In the end took important things like money and clothes</u></li> </ul>	<ul style="list-style-type: none"> <li>She <b>would have liked</b> to have taken (so many things)</li> <li>It was hard to choose</li> <li><u>There were <b>so many</b> photos and books (to choose from)</u></li> <li><u>In the end took important things like money and clothes</u></li> <li><b>It was difficult to fit/put all of her belongings in a single suitcase</b></li> </ul>
Judgement	3 dot points	5 dot points, 2 <u>underlined</u>	7 dot points including 2 <b>bolded</b> and 2 others, <u>underlined</u> or <b>bolded</b>
Question	Achievement	Merit	Excellence
<b>Five</b>			
(a)	<ul style="list-style-type: none"> <li>Her sister was miserable/unhappy and scared</li> </ul>	<ul style="list-style-type: none"> <li>Her sister was miserable/unhappy and scared</li> <li><u>Her sister's feelings showed on her face</u></li> </ul>	<ul style="list-style-type: none"> <li>Her sister was miserable/unhappy and scared</li> <li><u>Her sister's feelings showed on her face</u></li> <li><b>Teenagers find it shocking to discover that what they find important is not necessarily essential</b></li> </ul>
(b)	<ul style="list-style-type: none"> <li>Did not have a lot of belongings when she arrived in France</li> <li>She didn't say goodbye to her friends</li> </ul>	<ul style="list-style-type: none"> <li>Did not have a lot of belongings when she arrived in France</li> <li>The speaker <u>would have liked</u> to say goodbye to her friends <u>before she left</u></li> </ul>	<ul style="list-style-type: none"> <li>Did not have a lot of belongings when she arrived in France</li> <li>The speaker <u>would have liked</u> to say goodbye to her friends <u>before she left</u></li> <li>Objects have no value in <b>themselves</b>, only memories and events <b>make them</b> valuable</li> </ul>
Judgement	2 dot points	2 dot points, 1 <u>underlined</u>	3 dot points including 1 <b>bolded</b> and 1 <u>underlined</u>

#### Overall Judgement Statement

Achievement	Achievement with Merit	Achievement with Excellence
Any 3 A or M or E	2 X M Any 2 other A or M or E	2 X E Any 2 other A or M or E