

French Level 3 – Sample 2009 Examination Questions

90561: Read and understand written French, containing complex language, in less familiar contexts

Note: These sample questions are based on the texts and questions in the 2007 paper

TEXT ONE: WORKING IN FRANCE

Autrefois, il n'y a même pas dix ans, c'était beaucoup moins facile de travailler en France. Mais depuis 1999, grâce aux accords signés entre la France et la Nouvelle-Zélande, la situation s'est améliorée considérablement.

Vous n'aurez plus à faire des économies pendant plusieurs années avant d'aller en France. Le programme vacances-travail s'adresse aux jeunes étrangers, étudiants ou non, qui souhaitent mieux connaître la culture et la langue française tout en travaillant pour se payer les frais du séjour.

Avant de faire la demande pour un visa «vacances-travail» on vous conseille de lire les conditions suivantes. Il vous faudra être âgé de dix-huit à trente-cinq ans, posséder un passeport valable pour la durée de votre séjour, avoir suffisamment d'argent pour les trois premiers mois, et présenter un certificat médical qui constate votre bonne santé. En plus vous aurez besoin d'une assurance – qui vous couvre en cas de perte de bagages, etc.

Les postes que vous pourrez trouver dépendront principalement de votre niveau de français et du genre de travail que vous avez déjà fait, ainsi que la période de l'année. Vous serez payé au moins le salaire minimum (9 €/heure), ce qui vous permettra de couvrir vos dépenses quotidiennes.

Mais souvenez-vous: le but du programme n'est pas tant de vous rendre riche que de vous faire parler le français plus couramment et apprécier la culture du pays. Quel que soit le travail entrepris, vous sortirez grandi de l'expérience!

Il se peut aussi que vous teniez à poursuivre des études à la faculté, ou à faire un stage quelque part. Dans ce cas-là vous préféreriez peut-être un travail à mi-temps.

Pour que vos rêves deviennent réalité, un conseil: réfléchissez bien à vos projets! Plus vous les laissez évoluer avant d'agir, moins vous aurez d'ennuis plus tard en France.

Question One

- (a) Explain about the programme "vacances-travail", what it means, represents, what changes it brought
- (b) Give a detailed account of what young people must do/have prior to obtaining a *vacances-travail* visa

Question Two

Give an account of the different opportunities offered to young people traveling to France under such a visa, explain what needs to be taken into consideration in each case.

TEXT TWO: GRAEME ALLWRIGHT

Qui l'aurait cru – un chanteur Néo-Zélandais qui a beaucoup influencé toute une génération de Français pendant les années 60 et 70 mais qui est pourtant presque inconnu dans son propre pays! En plus, cet homme est toujours quelqu'un de très engagé; même après avoir dépassé ses quatre-vingts ans il est loin de la retraite.

Né en 1926 à Wellington, Allwright quitta le pays en 1948 pour étudier à une école de théâtre en Angleterre. Très peu après il partit pour Paris en suivant une Française, elle-même enfant de la scène de par sa famille, qui deviendrait sa femme.

Il aurait pu continuer avec son premier intérêt, mais à cette époque Allwright parlait très mal le français. Il commença à chanter, accompagné de sa guitare.

C'est là que lui vint l'idée d'adapter plusieurs chansons de Léonard Cohen et de Bob Dylan, ce qui a grandement contribué à les faire découvrir par le public français.

Ses textes à message protestataire ont attiré beaucoup les jeunes de l'époque, qui manifestaient contre tous les aspects de la société. Malgré son succès, le côté commercial de sa carrière lui déplaisait, et il a évité les yeux du public en voyageant partout dans le monde. Comme c'était le cas pour d'autres grands chanteurs de l'époque, cette absence a nourri le mythe autour du personnage. À son retour il était plus célèbre que jamais. Dans les années 70 Allwright a chanté contre les essais nucléaires, et cet esprit de lutte continue toujours.

À la rentrée de 2005, apprendre la chanson nationale, «La Marseillaise», a été rendu obligatoire dans les écoles primaires. Allwright explique sa réaction: «Je me suis toujours demandé comment les Français peuvent continuer à chanter, comme chant national, un chant de guerre... En regardant à la télé des petits enfants obligés d'apprendre ces paroles [affreuses], j'ai été profondément peiné, et j'ai décidé d'essayer de faire une autre version.»

Avec une amie, Sophie Dien, il a écrit un nouveau texte, qui commence «Pour tous les enfants de la terre/Chantons amour et liberté». Une association a été créée. Leur but: que le chant de guerre soit remplacé par un chant de paix.

Plus tard dans la même année ce musicien si populaire en France est revenu sur les terres de son enfance – où il n'avait jamais chanté – près de soixante ans après les avoir quittées. Une équipe de production française l'a suivi aussi à travers le pays dans le but de réaliser un film documentaire.

2007 le trouve toujours en scène et toujours heureux de s'y trouver. Dans une interview il s'explique: «Je ne suis pas fier, mais étonné! Étonné qu'un Néo-Zélandais puisse avoir réussi en France. Ce que je trouve le plus satisfaisant, c'est d'apporter la joie aux gens. Et c'est merveilleux de participer à cela.»

Question Three

- (a) Explain what makes Allright unusual.
- (b) Give a detailed account of what we learn about Graeme Allright's early life and what made him become a singer

Question Four

- (a) Explain all the factors that have contributed to Allright's fame and his reaction to this.
- (b) Describe Allright's opinion of the French National Anthem, the *Marseillaise*, and in what way he became involved with the song

Question Five

Give an account of what has Allright done and said in the recent years (I.E. since his involvement with the *Marseillaise*)

Assessment Schedule

French Level 3 – Sample 2009 Examination Questions

90561: Read and understand written French, containing complex language, 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
One			
(a)	<ul style="list-style-type: none"> • It allows (young) people to work in France • Means its much easier to work in France 	<ul style="list-style-type: none"> • It allows (young) people to work in France • Means its much easier to work in France • <u>Less than (not even) 10 years ago, it was not so easy to find work in France</u> • <u>It's an agreement between France and NZ</u> • <u>For young foreigners who wish to find out about French culture and work too</u> 	<ul style="list-style-type: none"> • It allows (young) people to work in France • Means its much easier to work in France • <u>Less than (not even) 10 years ago, it was not so easy to find work in France</u> • <u>It's an agreement between France and NZ</u> • <u>For young foreigners who wish to find out about French culture and work too</u> • The situation has considerably improved • You don't need to save money for several / a few years (before going) • Allows them (to improve) their knowledge of French language and culture • While working to pay costs of living there
(b)	<p>To apply you have to:</p> <ul style="list-style-type: none"> • Be between 18 to 35 years old / Can be a student or not • Have a medical certificate (of good health) • Have a valid passport • Have travel insurance 	<p>To apply you have to:</p> <ul style="list-style-type: none"> • Be between 18 to 35 years old / Can be a student or not • Have a medical certificate (of good health) • Your passport must be <u>valid for the length of your stay</u> • Your insurance should <u>cover things like loss of luggage</u> • You must have enough <u>money for the first three months</u> • (Last paragraph) <u>Think carefully</u> about your plans 	<p>To apply you have to:</p> <ul style="list-style-type: none"> • Be between 18 to 35 years old / Can be a student or not • Have a medical certificate (of good health) • Your passport must be <u>valid for the length of your stay</u> • Your insurance should <u>cover things like loss of luggage</u> • You must have enough <u>money for the first three months</u> • (last paragraph) <u>Think carefully</u> about your plans • (Last paragraph) the more you plan in advance the fewer worries you'll have in France
Judgement	3 dot points	1 dot points, 1 <u>underlined</u>	6 dot points including 2 bolded and 3 others, <u>underlined</u> or bolded

Question	Achievement	Merit	Excellence
Two			
	<ul style="list-style-type: none"> • Finding a job • Depends on your level of French • Varies according to period of year • Paid minimum wage/ \$9 per hour • Studying / Can go to Uni and have part time job • Aim is to improve your French 	<ul style="list-style-type: none"> • The jobs you <u>will be able</u> to find • <u>Will</u> depend on your level of French • Varies according to period of year • <u>Will depend also on what job you've already had/ your work experience</u> • <u>You'll be paid at least</u> the minimum wage / a minimum of 9 euros • You <u>might prefer</u> a part time job • You <u>might</u>/it's possible that you <u>insist</u> on studying at Uni or <u>doing a training course</u> • Aim is to improve your French 	<ul style="list-style-type: none"> • The jobs you <u>will be able</u> to find • <u>Will</u> depend on your level of French • Kinds of jobs will depend also on the time of year • <u>Will depend also on what job you've already had/ your work experience</u> • <u>You'll be paid at least</u> the minimum wage / a minimum of 9 euros • You <u>might prefer</u> a part time job • The wage (even a minimum wage) will allow to cover daily expenses / living costs • No matter what job you get you will benefit / grow thanks to the experience • You <u>might</u>/it's possible that you <u>insist</u> on studying at Uni or <u>doing a training course</u> • The aim of this programme is to improve language skills and cultural understanding, rather than to get rich
Judgement	3 dot points	4 dot points, 1 <u>underlined</u>	6 dot points including 2 bolded and 3 others, <u>underlined</u> or bolded

Question	Achievement	Merit	Excellence
Three			
(a)	<ul style="list-style-type: none"> • He was known in France but not in NZ 	<ul style="list-style-type: none"> • He was known in France but not in NZ • <u>Allright is still very involved</u> • <u>Even though he is over 80 years old, he is far from retirement</u> 	<ul style="list-style-type: none"> • He was known in France but not in NZ • <u>Allright is still very involved</u> • <u>Even though he is over 80 years old, he is far from retirement</u> • He has been so influential in France in the 60-70's but is almost unknown in his own country
(b)	<ul style="list-style-type: none"> • Born in 1926 in Wellington • Left in 1948 • Went to live in Paris • Married a French girl • Started singing / Played the guitar 	<ul style="list-style-type: none"> • Born in 1926 in Wellington • Left in 1948 • He left England <u>to follow a French (girl) to Paris</u> • Married a French girl • Left the <u>country/NZ to study at a theatre/drama school in England</u> • <u>Could not speak French very well</u> • Started to <u>sing</u> accompanied by his <u>guitar</u> 	<ul style="list-style-type: none"> • Born in 1926 in Wellington • Left in 1948 • He left England <u>to follow a French (girl) to Paris</u> • She would become his wife • She herself was from an acting family • Left the <u>country/NZ to study at a theatre/drama school in England</u> • He could have continued pursuing his first interest (acting) • But at that time (he couldn't speak French very well/his French was bad) • Started to <u>sing</u> accompanied by his <u>guitar</u>
Judgement	3 dot points	6 dot points, 3 <u>underlined</u>	3 dot points including 3 bolded and 3 others, <u>underlined</u> or bolded

Question	Achievement	Merit	Excellence
Four			
(a)	<ul style="list-style-type: none"> • He adapted songs of (Leonard) Cohen and (Bob) Dylan • Went travelling (around the world) • Was still famous when he went back/returned • His songs were protest songs • In the 70's he sang against nuclear testing 	<ul style="list-style-type: none"> • He adapted songs of (Leonard) Cohen and (Bob) Dylan • Went travelling (around the world) • Was still famous when he went back/returned • His songs were protest songs <u>and young people were in revolt / demonstrated against all aspects of society</u> • (In the 70's he sang against nuclear testing) and <u>his fighting spirit continues</u> 	<ul style="list-style-type: none"> • He was basically responsible for introducing French people to the songs of (Leonard) Cohen and (Bob) Dylan • Went travelling (around the world) • Was still famous when he went back/returned • His songs were protest songs <u>and young people were in revolt / demonstrated against all aspects of society</u> • (In the 70's he sang against nuclear testing) and <u>his fighting spirit continues</u> • his songs attracted the young people of the time • In spite of his success he disliked the commercial side and wanted to get away from/avoid the public eye • but his disappearance fed the myth surrounding him • he was more successful than ever when he returned
(b)	<ul style="list-style-type: none"> • In 2005, it was made compulsory for primary school pupils to learn (the words of) the Marseillaise • It is a war song / war chant – the words are terrible • Decided to write new words 	<ul style="list-style-type: none"> • In 2005, it was made compulsory for primary school pupils to learn (the words of) the Marseillaise • It is a war song / war chant – the words are terrible • Decided to write new words • From 2005 he <u>started protesting</u> against the words of the Marseillaise • He was <u>sad/saddened</u> to see young <u>children having to learn it</u> • <u>The new text of the Marseillaise is about love and freedom</u> • <u>An association was created /founded whose aim was to replace the song of war by a song of peace</u> 	<ul style="list-style-type: none"> • In 2005, it was made compulsory for primary school pupils to learn (the words of) the Marseillaise • It is a war song / war chant – the words are terrible • Decided to write new words • From 2005 he <u>started protesting</u> against the words of the Marseillaise • He was <u>sad/saddened</u> to see young <u>children having to learn it</u> • <u>The new text of the Marseillaise is about love and freedom</u> • <u>An association was created /founded whose aim was to replace the song of war by a song of peace</u> • He has always wondered why the French National Anthem is a war song
Judgement	4 dot points	3 dot points, 3 <u>underlined</u>	8 dot points including 3 bolded and 3 others, <u>underlined</u> or bolded

Question	Achievement	Merit	Excellence
Five			
	<ul style="list-style-type: none"> • Came back to NZ • Had never sung here/in NZ • Took part in a documentary • He is surprised a New Zealander could become famous in France • He likes bringing joy to people 	<ul style="list-style-type: none"> • Came back to NZ • Had never sung here/in NZ • Took part in a documentary • He is surprised a New Zealander could become famous in France • He likes bringing joy to people • Later in 2005 / <u>same year he wrote new <i>Marseillaise</i></u> Allright went back to the <u>country of his childhood / New Zealand</u> • Came back to NZ <u>almost/close to 60 years after leaving</u> • A French production team <u>followed him around/across the country</u> • In 2007, he is <u>still performing / still on stage</u> • <u>Happy to be there / It is wonderful</u> 	<ul style="list-style-type: none"> • Came back to NZ • Had never sung here/in NZ • Took part in a documentary • He is surprised a New Zealander could become famous in France • What he finds most satisfying is bringing joy to people • Later in 2005 / <u>same year he wrote new <i>Marseillaise</i></u> Allright went back to the <u>country of his childhood / New Zealand</u> • Came back to NZ <u>almost/close to 60 years after leaving</u> • A French production team <u>followed him around/across the country</u> • In 2007, he is <u>still performing / still on stage</u> • <u>Happy to be there / It is wonderful</u> • He is still happy to be on stage • He explains himself in an interview • He is not proud, but astonished to have been successful in France as a New Zealander
Judgement	3 dot points	5 dot points, 2 <u>underlined</u>	6 dot points including 2 bolded and 1 others, <u>underlined</u> or bolded

Overall Judgement Statement

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