No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

SUPERVISOR'S USE ONLY

91543



Level 3 French, 2014

91543 Demonstrate understanding of a variety of extended spoken French texts

9.30 am Tuesday 2 December 2014 Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended spoken French texts.	Demonstrate clear understanding of a variety of extended spoken French texts.	Demonstrate thorough understanding of a variety of extended spoken French texts.

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

Listen to TWO passages. You will hear EACH passage THREE times:

- The first time, you will hear the passage as a whole.
- The second and third times, you will hear the passage in sections, with a pause after each.
- As you listen, you may make notes in the LISTENING NOTES boxes provided.
- Before each passage begins, you will have 30 seconds per question to preview the questions.
- At the end of each passage, you will have a few minutes to review your answers.

You should attempt ALL the questions in this booklet.

Answer each question in your choice of English, te reo Māori, and/or French.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2-11 in the correct order and that none of these pages is blank.

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

TOTAL 17

QUESTION ONE

Use Section A and Section B to answer this part of the question.

(a) Décrivez ce qu'était la carrière de Wellington.
 Describe what the Wellington quarry was.

The Wellington quarry was a 20 kilometre underground network of tunels created by the british army capable of holding 24 thousand siddlers. The digging started in 1916 in finished in 1917 in March and siddlers began corossing through the

(b) Quelle était l'importance stratégique de la carrière de Wellington pour les forces alliées durant la Première Guerre Mondiale. How was the Wellington quarry strategically important to the Allied forces during World War One?

The Hellington quarry was strategically unportant to the common wealth allied florces because when I Arras was a brutish zone at this time and Franch launched an attack on le Chemin de clames, another area near this quarry. The main difficulty for the brutish bices was dispensing a large number of form soldie, to the area without attracting attention. This network of tunnels allowed them to do this airol the soldiers to could exit just before when to of the 1st line of him enemies

FIRST PASSAGE continued

Glossed vocabulary

agencée les latrines set up toilets

atrase zone british

LISTENING NOTES

about to leave

9 1916 france luunched attak on chaane rise of britain without affracting affection thus tun obsentement to leave infront of 1st line

alittle south - main dit of any obspense a grand number of soldiers was at create a network of timels allows soldiers to get out infrent o 19t line

main dif improbrit rise without atract attent but dicided, useous tunnel go out be barbont

at firs t but fight + with arrival". unfortunally beary inbetween April & many

Pad, shower hospital recieve 700 hurt loc ground of soldiers

place of memories, present Strat of soldiers, opender of supermembrance NZ strongly applied them in the boddle

QUESTION TWO

Use Section D to answer this part of the question.

Expliquez comment et pourquoi la carrière a été modifiée. Explain how and why the quarry was modified.

The quarry was modified by adding a kitchen, some showers and talets and a hospital fort the injured which could recieve up to 7000 Murt soldier. This modification meant the quarry, or place where the soldiers could stay for several days before its song from below to the battle. Thus mount the soldiers strength strength

QUESTION THREE

ASSESSOR'S USE ONLY

Use Section A to answer this part of the question.

(a) Expliquez le but de cet entretien entre les ministres de l'Éducation français et marocain. Qu'est-ce que leurs actions indiquent à propos des relations franco-marocaines ? Explain the purpose of the meeting of the French and Moroccan Ministers of Education. What do their actions tell us about the French-Moroccan relationship?

The maching of the French and moroccan Ministers of Education was to reinforce the importance of the education in Maroco. The signing of agreements on thusbay show us that they want to continue the long history of mutual co operation between the French and Marocan musistries of education.

Use Section B to answer this part of the question.

(b) Quels sont les bénéfices de cette rencontre pour le futur des jeunes marocains ? What are the benefits of this meeting for the future of young people in Morocco?

Their main concern is thendevelopment of marccan highschods. This mouns that Marccan star high school students null recieve a better education that allows them to take downers of courses which can help them get Jobs and qualifications Glossed vocabulary

les établissements

institutions

already instat on the world

30 institutions of highested

30 institutions of highested

30 institutions of highested

30 institutions / marocan

the said

for highest allready in monor attract 4 +

Students create her of class in french until to bac

allows of filler their fudies in french until to bac

fower to have institutions on france

access

QUESTION FOUR

Use Section C and Section D to answer this part of the question.

Expliquez le statut de la langue française dans le système éducatif marocain. Explain the importance of the French language in the Moroccan education système.

There are allready 30,000 french 1075 educational unstitutions in the world. Maroco 30,000 floasand youths go to these educational institutions and over 1/2 are marc.

French highscheds in Maroco attract more and more marocan students. Fresh classes allow students to follow their studies in french unfil the baccalaureat. Thus mans french language is important in the marocan education systèm because it gives these students the power to have access to university and other educational institutions in France and

French 91543, 2014

(b) Expliquez les inquiétudes du roi du Maroc par rapport aux problèmes rencontrés dans le secteur de l'éducation. De quelle manière est-ce que ces accords prennent en compte les inquiétudes du roi ?

Explain the Moroccan King's concerns about the problems facing the education sector in Morocco. To what extent do the agreements address the King's concerns?

The Moreccan king's concerns is that the Arabic language atthe will be lost and unborkenetely and 30% of those statents can wrote learn arabic at school. The agreement between the Marocan and twenth munistry of education address the kings concerns by acknowledging the importance of Maroco having hear own continue and Identity and also see the importance that Marocan students can read and write in Arabic french Ministry of education reinforce the development of the Arabic language in french universities and high-chool to be able to become an active multipaltural situation can between France and maroco,

arrong chakings august 2/5/FNING

unfort last of problems

always apprentancese
alphage proce seen as also see importance of
excellent of marce of line and write correctly
into a clean cult ident linked in actas
are b agreed the the developerant of anab (ang
in french university) in french highselsed

to be able to prove a situation achie

Merit:

- Q 1: The candidate has clearly understood most of the text. This is almost an E7 answer but lacks details such as the role of the NZ soldiers in setting up the tunnels.
- Q 2: Gives most relevant information with some inconsistencies such as misunderstanding the number of soldiers killed.
- Q 3: The candidate has included most relevant details. This is almost an E7 answer but lacks nuanced details such as 'the development of **about 10** courses'.
- Q 4: Although most information is understood and communicated correctly some key information has been misunderstood e.g. '30% of students learn Arabic' is incorrect as this statistic refers to the number of students unable to read.