

90878



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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SUPERVISOR'S USE ONLY

## Level 1 French, 2014

### 90878 Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance

2.00 pm Tuesday 11 November 2014

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance.	Demonstrate clear understanding of a variety of spoken French texts on areas of most immediate relevance.	Demonstrate thorough understanding of a variety of spoken French texts on areas of most immediate relevance.

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 THREE 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 2–12 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**

ASSESSOR'S USE ONLY

**FIRST PASSAGE: Des vacances en France / A holiday in France**

Jack, a student at your school, is preparing his NCEA Level 1 speech about a holiday he has taken. He has asked you to listen to it and make notes to check that it is understandable. Question One is based on this passage. Answer the question in your choice of English, te reo Māori, and/or French. You now have 30 seconds to read the question.

**Glossed vocabulary**

Le Quesnoy	a town in France
La Première Guerre Mondiale	the First World War

**LISTENING NOTES – Section A****QUESTION ONE**

- (a) Expliquez en détail le voyage de Jack à Paris.  
*Explain in detail Jack's trip to Paris.*

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**LISTENING NOTES – Section B**

ASSESSOR'S  
USE ONLY

- (b) (i) Qui de la famille de Jack est allé au Quesnoy ? À votre avis, pourquoi est-ce-que cette personne était là ?  
*Who from Jack's family has been to Le Quesnoy? In your opinion, why were they there?*

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- (ii) Décrivez la ville et expliquez comment Le Quesnoy est / n'est pas une ville typiquement française.  
*Describe the town and explain how Le Quesnoy is / isn't a typical French town.*

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**SECOND PASSAGE: Un coup de téléphone/A telephone call**

Aroha is calling her French friend Marie, who lives in Paris. Listen to their conversation and make notes on what they discuss. Question Two is based on this passage. Answer the question in your choice of English, te reo Māori, and/or French. You now have 30 seconds to read the question.

**Glossed vocabulary**

Le Quesnoy, Valenciennes, Bercy and Lille  
une gare routière  
Charles de Gaulle

places in France  
a bus station  
the airport near Paris

**LISTENING NOTES – Section A****QUESTION TWO**

- (a) Pourquoi Aroha téléphone à Marie ?  
*Why is Aroha telephoning Marie?*

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**LISTENING NOTES – Section B**

- (b) Marie présente à Aroha quelques possibilités de transport. Notez les détails et expliquez les aspects positifs et négatifs de la première possibilité.  
*Marie presents Aroha with some possible transport options. Note down the details and explain the positives and negatives of the first transport option.*

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**SECOND PASSAGE** continuedASSESSOR'S  
USE ONLY**LISTENING NOTES – Section C**

- (c) Notez les détails et expliquez les aspects positifs et négatifs de la deuxième possibilité.  
*Note down the details and explain the positives and negatives of the second transport option.*

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### LISTENING NOTES – Section D

ASSESSOR'S  
USE ONLY

- (d) (i) Notez les détails de la dernière possibilité. À votre avis, c'est la meilleure possibilité ? Expliquez pourquoi.  
*Note down the details of the last option. In your opinion, is it the best option? Explain why or why not.*

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- (ii) Comment Marie va contacter Aroha plus tard ?  
*How is Marie going to contact Aroha later?*

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**THIRD PASSAGE: Une école néo-zélandaise au Quesnoy**  
***A New Zealand school group visits Le Quesnoy***

ASSESSOR'S  
USE ONLY

You are in Le Quesnoy with your school group. You are going to hear your guide talking to your group about the schedule for Saturday. Question Three is based on this passage. Answer the question in your choice of English, te reo Māori, and/or French. You now have 30 seconds to read the question.

**Glossed vocabulary**

Des cimetières      cemeteries

**LISTENING NOTES – Section A**

**QUESTION THREE**

- (a) Quelles sont les instructions pour demain matin ? À votre avis, est-ce que la guide s'inquiète de quelque chose ?  
*What are the instructions for tomorrow morning? In your opinion, is the guide worried about anything?*

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**LISTENING NOTES – Section B**ASSESSOR'S  
USE ONLY

- (b) (i) Quels sont les détails du petit déjeuner de demain ?  
*What are the breakfast details for tomorrow?*

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- (ii) Comment savez-vous que la santé des élèves est importante pour la guide ?  
*How do you know that the health of the students is important to the guide?*

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**THIRD PASSAGE** continued

ASSESSOR'S  
USE ONLY

**LISTENING NOTES – Section C**

- (c) (i) Expliquez pourquoi vous pensez que M. Le Pont est ou n'est pas un bon guide pour les activités de demain.  
*Explain why you think Mr. Le Pont is/is not a suitable guide for tomorrow's activities.*

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- (ii) Qu'est-ce que les élèves vont faire le soir ?  
*What are the students going to do in the evening?*

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- (iii) Expliquez pourquoi vous pensez que ce soir, c'est ou ce n'est pas une occasion formelle.  
*Explain why you think that this evening is/is not a formal occasion.*

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