

3

91543



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA



SUPERVISOR'S USE ONLY

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



ASSESSOR'S USE ONLY

FIRST PASSAGE: La carrière de Wellington

Listen to the following documentary presenting the Wellington Quarry, built during the First World War near Arras. Question One and Question Two are based on this passage. Answer the questions in your choice of English, te reo Māori, and/or French. You now have one minute to read the questions.

Glossed vocabulary

le réseau souterrain	underground network
aménagé	set up
la veille	eve
Cambrai	a town in the north of France
l'aménagement	the set up
relier	to link
la craie	chalk
le Chemin des Dames	name of another area near the quarry
creuser	to dig up
agencee	set up
les latrines	toilets

LISTENING NOTES

QUESTION ONEASSESSOR'S
USE ONLY

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.

- (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?

FIRST PASSAGE continued**Glossed vocabulary**

agencee

set up

les latrines

toilets

LISTENING NOTES**QUESTION TWO**

Use Section D to answer this part of the question.

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

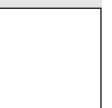
Use Section E to answer this part of the question.

ASSESSOR'S
USE ONLY

- (b) L'offensive du 8 avril 1917 était-elle un succès ou un échec ? Justifiez votre réponse.
Was the offensive launched on 8 April 1917 a success or a failure? Justify your answer.

Use Section F to answer this part of the question.

- (c) Décrivez ce qu'est devenue la carrière aujourd'hui et ce qu'elle représente.
Describe what the quarry has become today and its continuing significance.



SECOND PASSAGE: Le Maroc et la France renforcent leur système éducatifASSESSOR'S
USE ONLY

Listen to a radio report about Morocco and France signing an agreement to work together to improve their education systems. Question Three and Question Four are based on this passage. Answer the questions in your choice of English, te reo Māori, and/or French. You now have one minute to read the questions.

Glossed vocabulary

les filières	courses
les établissements	institutions

LISTENING NOTES

QUESTION THREEASSESSOR'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?

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?

SECOND PASSAGE continuedASSESSOR'S
USE ONLY**Glossed vocabulary**

les établissements

institutions

LISTENING NOTES**QUESTION FOUR**

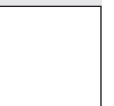
Use Section C and Section D to answer this part of the question.

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

Use Section E and Section F to answer this part of the question.

- (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?



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