

91118



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

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SUPERVISOR'S USE ONLY

## Level 2 French, 2015

### 91118 Demonstrate understanding of a variety of spoken French texts on familiar matters

2.00 p.m. Thursday 19 November 2015  
Credits: Five

| Achievement  | Achievement with Merit   | Achievement with Excellence   |
|--|--|---|
| Demonstrate understanding of a variety of spoken French texts on familiar matters. | Demonstrate clear understanding of a variety of spoken French texts on familiar matters. | Demonstrate thorough understanding of a variety of spoken French texts on familiar matters. |

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 FOUR 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: *Dan Carter en France***ASSESSOR'S  
USE ONLY

Dan Carter is an All Black who has signed a contract to play for a French rugby club called Racing Metro 92. 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**

Perpignan            a city in France  
un maillot           a rugby jersey

**LISTENING NOTES**

**QUESTION ONE**

- (a) Will it be difficult for Dan Carter to speak French? Justify your opinion by referring to the text.  
*Est-ce que ce sera difficile pour Dan Carter de parler français ? Justifiez votre opinion en vous référant au texte.*

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- (b) According to what Dan Carter says, what are his reasons for choosing to sign with Racing Metro 92?  
*Selon Dan Carter, quelles sont ses raisons pour avoir pris ce poste ?*

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- (c) In your opinion, what could be cause for concern for Racing Metro 92 regarding Dan Carter's future? Use the text to justify your opinion.  
*A votre avis, quels seraient les soucis éventuels pour le club Racing Metro 92 à propos de l'avenir de Dan Carter ? Utilisez le texte pour justifier votre opinion.*

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**SECOND PASSAGE: *L'Organisation du temps scolaire à l'école***  
**Organisation of learning time at school**

ASSESSOR'S  
USE ONLY

Listen to a news item about the change in school hours for students in France. 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**

les maternelles    preschools

**LISTENING NOTES**

**QUESTION TWO**ASSESSOR'S  
USE ONLY

- (a) What change has been introduced into the French school system, and which sector is the most affected by it?  
*Quel changement a été introduit dans le système scolaire français, et quel secteur en est le plus concerné ?*

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- (b) What do the majority of parents think about it? Give reasons for this point of view.  
*Qu'en pensent la majorité des parents ? Citez des raisons pour ce point de vue.*

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**THIRD PASSAGE: *L'Organisation du temps scolaire à l'école***  
**Organisation of learning time at school**

ASSESSOR'S  
USE ONLY

Listen to the continuation of a news item about the change in school hours for students in France. 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.

**LISTENING NOTES**

**QUESTION THREE**ASSESSOR'S  
USE ONLY

- (a) What do the majority of teachers think about it? Give reasons for this point of view.  
*Qu'en pensent la majorité des professeurs ? Citez les raisons pour ce point de vue.*

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- (b) Which groups are in favour of the reform and why? Give examples from the text to justify your response.  
*Quels groupes sont en faveur de la réforme et pourquoi ? Citez des exemples du texte pour justifier votre réponse.*

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**FOURTH PASSAGE: *Le Dîner en blanc***  
**Dinner in White**

ASSESSOR'S  
USE ONLY

Listen to a phone conversation between Léa and Pierre, two French people living in New Zealand. Question Four 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**

une nappe            a tablecloth

**LISTENING NOTES**



**QUESTION FOUR**

- (a) Describe in detail what happens at the "Dinner in White".  
*Décrivez en détail ce qui se passe au « Dîner en blanc ».*

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- (b) According to the text, what potential problems might this event cause for the police and council of a city?  
*Selon le texte, quels sont les problèmes possibles qu' un tel événement pourrait poser pour la police et la mairie d'une ville ?*

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**Question Four continues on the following page**





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