

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, 2017

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

2.00 p.m. Wednesday 29 November 2017
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 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 time 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 2–8 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: *Les devoirs*/HomeworkASSESSOR'S
USE ONLY

Listen to this report about homework. Question One is based on this passage. Use the information you hear to 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

Section 1



Section 2

Section 3

QUESTION ONEASSESSOR'S
USE ONLY

Remember to support your answers with evidence from the text.

(a) How do you know that Marc is spending too much time doing homework?

(b) Why does Marc think that teachers talking to each other more would help?

(c) What sort of homework is effective, according to the experts?

(d) What are Marc's TWO hopes regarding his teachers?

SECOND PASSAGE: *Une année au pair*/A year as an au pairASSESSOR'S
USE ONLY

Listen to this interview with Elodie, a French girl who spent a year as an au pair in New Zealand. Being an au pair means living with a family and caring for their children. In return you are paid, and get some time off. Question Two is based on this passage. Use the information you hear to 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

Section 1



Section 2

Section 3

Section 4

QUESTION TWOASSESSOR'S
USE ONLY

Remember to support your answers with evidence from the text.

(a) How do you know that Elodie's English improved during her year as an au pair?

(b) What qualities do parents look for in an au pair?

(c) Describe what Elodie found most difficult during her year as an au pair.

(d) How do you know that Elodie's year away has helped her in her current life?

THIRD PASSAGE: *La baguette*/The baguette

ASSESSOR'S
USE ONLY

Listen to this podcast about the baguette, a French style of bread. Question Three is based on this passage. Use the information you hear to 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

Napoléon	an emperor of France in the 19th century
les soldats	soldiers
les tunnels	the tunnels
pèse	to weigh

LISTENING NOTES

Section 1



Section 2

Section 3

Section 4

QUESTION THREE

Remember to support your answers with evidence from the text.

- (a) What are the TWO possible theories explaining the baguette's shape?

- (b) Describe the competition mentioned in the text.

- (c) Complete the table below with the numbers from the text.

Approximate weight of a baguette	
Approximate length of a baguette	
Percentage of French children who eat baguette daily	
Percentage of French teenagers who eat baguette daily	
Percentage of French adults who eat baguette daily	

- (d) There are two types of baguette in France – ordinary and traditional. Why might choosing which type to buy be challenging for some people?
