

91118



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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

2

SUPERVISOR'S USE ONLY

## Level 2 French, 2018

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

2.00 p.m. Wednesday 7 November 2018  
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 2–11 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: *Le cyclone vu par Medhi***  
**The cyclone as seen by Medhi**

ASSESSOR'S  
USE ONLY

Listen to Medhi, an 11-year-old boy living in New Caledonia, talking about a cyclone that hit Vanuatu. 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.

**Glossed vocabulary**

inondés            flooded  
l'essence           petrol

la collecte

collection

**LISTENING NOTES**

**Section One**



**Section Two**



**Section Three**

There is more space for Listening Notes on page 4

**QUESTION ONE**

ASSESSOR'S  
USE ONLY

(a) How does Medhi describe his experience of the cyclone? Provide details from the passage.

---

---

---

---

---

---

---

---

---

---

(b) How do you know that Medhi and his mother are personally affected by the disaster? Justify your response by referring to the passage.

---

---

---

---

---

---

---

---

---

---

(c) Describe what Medhi and his family do during the three stages of cyclone alert.

---

---

---

---

---

---

---

---

---

---

**Question One continues  
on page 5**

**LISTENING NOTES**  
**Section Four**

ASSESSOR'S  
USE ONLY



**SECOND PASSAGE: *S'cool bus: un nouveau car de ramassage*  
S'cool bus: a new form of school bus service**

ASSESSOR'S  
USE ONLY

Listen to this news report describing a new form of school transport for children in the French city of Rouen. 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.

**Glossed vocabulary**

le ramassage

bus service

remplacer

to replace

**LISTENING NOTES**

**Section One**




---

**Section Two**

---

**Section Three**

---

**Section Four**

**QUESTION TWO**ASSESSOR'S  
USE ONLY

(a) What is the 's'cool bus'? Describe it, using details from the passage.

---

---

---

---

---

---

---

---

---

---

(b) What are the benefits of using the 's'cool bus'? Justify your response by referring to the passage.

---

---

---

---

---

---

---

---

---

---

(c) How has the 's'cool bus' been received by the wider community? Justify your response by referring to the passage.

---

---

---

---

---

---

---

---

---

---

### THIRD PASSAGE: *Dix jours sans écrans*/Ten days without screens

ASSESSOR'S  
USE ONLY

Listen to this report describing a challenge given to students in the French town of Pau. 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

l'écran                      screen

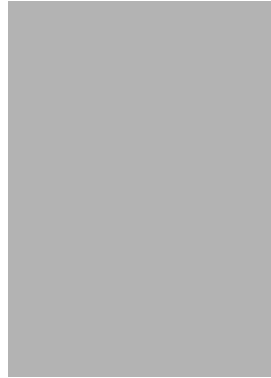
remplacer

to replace

la tablette                computer tablet

#### LISTENING NOTES

##### Section One




---

##### Section Two

---

##### Section Three









91118