

90878



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 1 French, 2019

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

9.30 a.m. Tuesday 26 November 2019
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 to preview the question.
- At the end of each passage, you will have time to review your answers.

You should attempt ALL the questions in this booklet.

Answer 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: *Un séjour à Wellington* / A trip to WellingtonASSESSOR'S
USE ONLY

A teacher in France is speaking to his students about plans for a school trip to Wellington, New Zealand. Listen to what he tells his students, and use the information to answer Question One.

LISTENING NOTES

QUESTION ONEASSESSOR'S
USE ONLY

(a) (i) When will the group visit Wellington?

(ii) What comparisons are made between Paris and Wellington?

(b) (i) What does the teacher think the students will enjoy? Why?

(ii) How does he plan to prepare the students? Why?

(c) What advice does the teacher give the students? Give all the details.

SECOND PASSAGE: *Les élèves parlent de leur séjour à Wellington*
Students talk about their stay in Wellington

ASSESSOR'S
USE ONLY

Chloé, Luc, and Sophie have made a video to share their experiences of Wellington with students who are going on the next trip. Listen to what they have to say. Question Two is based on this passage.

LISTENING NOTES

Chloé

Luc

Sophie

QUESTION TWOASSESSOR'S
USE ONLY

(a) Explain what made Chloé's visit to Wellington enjoyable.

(b) Describe Luc's experience.

(c) Explain how Sophie tries to reassure the group about staying with a host family.

THIRD PASSAGE: *L'école en Nouvelle-Zélande*/School in New ZealandASSESSOR'S
USE ONLY

Léa is asking Luc about attending school in New Zealand. Listen to their conversation, and use it to answer Question Three.

LISTENING NOTES

QUESTION THREE

(a) Explain what Luc enjoyed about the school day in New Zealand.

(b) Is Luc's opinion of school in New Zealand positive or negative overall? Explain your answer with evidence from the text.
