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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

Merit

17

ASSESSOR'S USE ONLY

QUESTION ONE

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.

The Wellington quarry was a 20 kilometre underground network of tunnels ^{set up} ~~created~~ by the british army capable of holding 24 thousand soldiers. The digging started in 1916 and finished in 1917 in March and soldiers began crossing through it.

- (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?

The Wellington quarry was strategically important to the commonwealth allied forces because ~~when~~ Arras was a british zone at this time and French launched an attack on le Chemin des dames, another area near this quarry. The main difficulty for the british forces was dispensing a large number of ~~for~~ soldiers to the area without attracting attention. This network of tunnels allowed them to do this and the soldiers ~~to~~ could exit just before in front of the 1st line of their enemies.

M6

FIRST PASSAGE continued

Glossed vocabulary

agencee
les latrines

set up
toilets

LISTENING NOTES

9 in 1916

at ease zone british

about to leave

France launched attack on chdame rise of Britain
without attracting attention

this run ^{also} allowed to leave in front of 1st line

a little south - ^{germans?} main dif of any
disperse a grand number of soldiers was at
create a network of tunnels. allows
soldiers to get out in front of 1st line

Main dif ~~impro~~ brit rise
without attract attent
brit decided, useaux tunnel
go out be behind

at first
but fight +
with arrival.
unfortunately heavy
in between April & May

bed, shower
hospital receive 700 hurt
1100 ground of soldiers

place of memories, present
Strat of soldiers,
garden of remembrance
NZ strongly applied them
in the battle

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.

The quarry was modified by adding a kitchen,
some showers and toilets and a hospital
for the injured which could receive up to 7000
hurt soldiers. This modification meant the quarry
a place where the soldiers could stay for several days before
rising from below to the battle. This meant the soldiers
had a place to relax and regain strength

QUESTION THREE

ASSESSOR'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?

The meeting of the French and Moroccan Ministers of Education was to reinforce the importance of education in Morocco. The signing of agreements on Tuesday show us that they want to continue the long history of mutual co operation between the French and Moroccan ministries of education.

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?

Their main concern is the ^{international} development of Moroccan high-schools. This means that Moroccan ~~star~~ high school students will receive a better education that allows them to take dozens of courses which can help them get jobs and qualifications.

M6

SECOND PASSAGE continued

ASSET
USE

Glossed vocabulary

les établissements

institutions

LISTENING NOTES

already instat in the world
 30 institutions of higher level
 30 ~~thousands~~ th ~~thousands~~ th 1/2 marocan
 it said
 for high school already in maroc attract + +
 Students ^{never} create french class
 allows st follow their studies in french until le bac
 power to have institutions in france
 access

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.

There are already 30,000 French ~~100~~ educational institutions in the world. Maroco. 30,000 thousand youths go to these educational institutions and over 1/2 are maroc.

French high schools in Maroco attract more and more marocan students. Fresh classes allow students to follow their studies in french until the baccalaureat. This means french language is important in the marocan education system because it gives these students the power to have access to university and other educational institutions in France and

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

ASSESSOR'S
USE ONLY

- (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?

The Moroccan king's concerns is that the Arabic language ~~will~~ ^{is} be lost and unfortunately and 30% of ~~these students~~ ^{of Moroccan students} can write learn arabic at school. The agreement between the Moroccan and French ministry of education address the king's concerns by acknowledging the importance of Morocco having their own culture and identity and also see the importance that Moroccan students can read and write in Arabic. The French Ministry of education reinforce the development of the Arabic language in French universities and highschool to be able to become an active multicultural situation ~~can~~ between France and Morocco.

among challenge august LISTENING BOX
unfort last 30%
mult prob of problems
always apprenticeship located after
although more seen as
excellent of maroc & also see importance of
imp of clean cult ident live and write correctly
arab correctly in the develop linked in arab
fr ed reinforce development of arab lang
in french university in french highschool
to be able to become a situation active
situation multicultural.

Merit:

Q 1: The candidate has clearly understood most of the text. This is almost an E7 answer but lacks details such as the role of the NZ soldiers in setting up the tunnels.

Q 2: Gives most relevant information with some inconsistencies such as misunderstanding the number of soldiers killed.

Q 3: The candidate has included most relevant details. This is almost an E7 answer but lacks nuanced details such as 'the development of **about 10** courses'.

Q 4: Although most information is understood and communicated correctly some key information has been misunderstood e.g. '30% of students learn Arabic' is incorrect as this statistic refers to the number of students unable to read.