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91546



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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

SUPERVISOR'S USE ONLY

Level 3 French, 2014

91546 Demonstrate understanding of a variety of extended written and/or visual French texts

9.30 am Tuesday 2 December 2014
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of written and/or visual French texts on familiar matters.	Demonstrate clear understanding of a variety of written and/or visual French texts on familiar matters.	Demonstrate thorough understanding of a variety of written and/or visual 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.

Pull out Resource Booklet 91546R from the centre of this booklet.

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

Merit

18

ASSESSOR'S USE ONLY

FIRST TEXT: Comment aider les animaux en voie de disparition?

Read the text on pages 2 and 3 of the Resource Booklet. Use it to answer Question One. Answer the question in your choice of English, te reo Māori, and/or French.

QUESTION ONE

- (a) Décrivez les motivations nécessaires pour vouloir faire quelque chose pour la cause animale. Describe the qualities needed to motivate a person to act on behalf of animal conservation.

// One must be conscious of nature and biodiversity, passionate about animals, revolted by the poaching of pandas, Siberian tigers & the white tigers and rhinos. Have to talk not only about major species but also the thousands of species collected. Must be a bit more attentive so that the old proverb "the union made with strength" can come to pass and raise mountains //

- (b) Comment pouvons-nous changer nos habitudes de consommation pour avoir un effet positif sur la préservation des animaux ? How can we change our consumption patterns to positively affect animal conservation?

// Don't buy products that directly or indirectly harm ~~endangered~~ ^{threatened} species. Don't buy products with obvious ivory and but also things in exotic boxes, of which contribute to deforestation and the destruction of the habitats of numerous species. We also eat many species of animals in desperation. ^{for example} Without a doubt, red tuna, but this fish isn't the only victim of our stomachs. A number of other marine animals are on the verge of extinction. ^{for example} Valued local dishes such as shark fin in Asia and tortois in Madagascar //

- (c) Décrivez de quelle manière les organisations de protection animale et le tourisme animalier contribuent à la préservation des espèces en danger.

Describe how animal protection organisations and animal tourism contribute to the conservation of endangered species.

// WWF has ~~an~~ a number of ^{preservation} projects around the world. But these non-governmental organisations are also concerned with the government & deforestation, sea pollution and more generally, the creation of national parks to fight against poaching, the less threatened species. Tourism contributes to the conservation of endangered species because it encourages motivates stakeholders to protect their species including ^{the ones} which only live in that place. A good amount of African deer, elephants & rhinos there ~~comprised~~ must have a lot of amateur safari photographers //

SECOND TEXT: Témoignage d'Angeline Baillon, infirmière bénévole pendant la Première Guerre Mondiale

Read the text on pages 4 and 5 of the Resource Booklet. Use it to answer Question Two and Question Three. Answer the questions in your choice of English, te reo Māori, and/or French.

QUESTION TWO

- (a) De quelle manière le langage utilisé par Angeline dégage-t-il un sentiment d'urgence et de panique dans le premier paragraphe de son journal ?
How does Angeline use language to convey a sense of urgency and panic in the first paragraph of her diary?

/// We see the urgency when she says, "Have strength to talk about this war, it's there!! Today, August 2nd, the Declaration of war!!" She uses short sentences and lists to create a sense of urgency. "The women are scared, one said my husband he will leave, others say my son, my fiancé, all run to the right and left." She uses words like "scared" and "run", these convey the sense of urgency. //

- (b) Expliquez de quelle manière le rôle du prêtre était central pour l'effort de guerre de la petite communauté à laquelle appartenait Angeline.
Explain how the role of the priest was central to the war effort in Angeline's small community.

/// The priest started the aid. He called good volunteers to help to soldiers, he convinced all the ladies in the village. He did a collection in the church of products of necessity. He gave ^{them} work to do. When it was the war, one must do something for France. //

- (c) Quels étaient les sentiments et préoccupations d'Angeline à partir du moment où la guerre est devenue une réalité ? Trouvez des exemples dans le texte pour justifier votre point de vue.

What were Angeline's feelings and preoccupations as the war became a reality? Find examples in the text to support your answer.

/// They had to install a hospital ~~for them~~ at their ^{places} ~~houses~~. And so the priest had to set it up at the Grande Hotel. There was a big clean up ~~of~~ in the hotel and she was happy because she could finally do something for France. As ~~the~~ war became a reality, she ~~realised~~ ^{felt} she had to help France in some way. //

SECOND TEXT continued

QUESTION THREE

- (a) D'après l'entrée dans son journal sur les patients qu'elle traite, quelle sorte de personne était Angeline ? Donnez des exemples de ses actions à l'égard de ses patients pour justifier votre point de vue.

From her diary entry about the patients she treated, what sort of person do you think Angeline was? Give examples of her actions towards her patients to support your answer.

✓ She was very caring and empathetic. We see this when she says, "And Jean-Baptiste always cries; I am always near him." And, "What he says doesn't make sense; he has an affected brain; I do my best to console him." She shows her empathy and loving nature towards the patients when, even though Jean-Baptiste was crazy, she hugged him and comforted him. She thinks she looks a bit like his mom so I even so she doesn't mind comforting him ✓

- (b) Décrivez les peines de ces soldats et ce que cela nous dit à propos de la guerre.
Describe the pain of those soldiers and what this tells us about the war.

✓ The soldiers had many kinds of wounds and had to go through a lot of mental turmoil because of it. We see this when she writes, "Aïtamar is not going well, ... ~~the~~ we ~~went~~ ^{dealt} to with his heartsickness... He ^{is getting} ~~is going~~ worse, ~~he~~ he will not be here much longer." This shows ^{that} the struggles and pain were not just physical. This shows us that the war was detrimental to many people and that war is not good. ✓

- (c) Décrivez les aspects positifs de l'organisation de fêtes et spectacles.
Describe the positive aspects of the organisation of parties and shows.

✓ They got donations which will have helped. All the sick people got to watch the show which will have cheered them up. She gave her intermission snacks to the sick people. They converted the casino into a show room. They played pieces and sung songs which is positive ✓

MERIT

Question 1 – This answer shows an understanding of the basic information in the text, and there is some detail given, eg *Don't buy products that directly or indirectly harm threatened animals ... which contribute to deforestation and the destruction of habitats of numerous species*. In order to achieve a higher grade, the candidate would need to show a more accurate and detailed understanding of some sections of the text in order to be able to make links between ideas in the text. For example, the candidate does not explain in sufficient detail why animal tourism contributes to conservation or make the link between this idea and the African example.

Question 2 – This answer demonstrates clear understanding of much of the text, including some detail. There are a few misunderstandings; however, the candidate shows understanding of some of the language used to create a sense of urgency, a basic understanding of the actions of the priest, and Angeline's desire to help the war effort. Had the candidate drawn a conclusion / summarised the role of the priest or made clearer and more convincing links between the evidence in the text and Angeline's feelings, they may have reached E7.

Question 3 – This answer shows some detailed understanding of the text, despite a few misunderstandings. The candidate makes a statement about what sort of person Angeline was and uses evidence from the text in support. There is some attempt at summarising what the soldiers' pain tells us about war and although not supported by accurate evidence from the text, some detail is provided in relation to the positive aspects of the organisation of parties and shows. Had the candidate demonstrated more detailed understanding using more accurate evidence from the text to support in the second and third part of the question, they could have achieved E7 or better.