

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

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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.

Not Achieved

TOTAL

6

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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.

those who are passionate about animals, care about nature, care about the possible extinction of the panda, siberian tiger, ~~white~~ white rhinos, those who want to have a role to play in helping the world they live in.

- (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?

not consume products that directly or indirectly harm animals. we should consume natural, environment friendly products.

- (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.

They can contribute economically, help raise both awareness and money for the conservation of endangered species.

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?

The use of exclamation marks shows a sense of panic and the use of commas in the last sentence in this paragraph shows a sense of urgency. Language such as 'donne l'ordre l'ordre'; les femmes en peur! shows how this situation felt at the time and how others felt which specifies to the reader the emotions that Angeline felt during this time.

- (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

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- (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.

Her preoccupations were helping those affected by the war, for example the operation that took place in paragraph six where she assisted. Her feelings during this time was that she had to remain calm and composed for those around her.

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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.

I think she was a compassionate person who had to remain calm for those around her; she had to make people feel comfortable and happy as seen at the end of paragraph 5. She listened, helped, entertained, held, patients to make them feel better. I also think she must have felt quite sad and guilty. //

- (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 pain of the soldiers was both mental and physical which shows the ~~serious~~ severity of the war and how it took a toll on those involved. It also shows how brave they were during this time. //

- (c) Décrivez les aspects positifs de l'organisation de fêtes et spectacles.

Describe the positive aspects of the organisation of parties and shows.

It was a way for people to take their minds off what was going on, interact with others, the sick and wounded would be able to have time away from their thoughts and feel better, even if it was only for a short period of time. //

NOT ACHIEVED

Question 1 – While the candidate has understood some ideas relating to the first section about qualities needed to motivate a person to act, the evidence provided in the second and third sections shows very limited understanding of the text, providing only very minimal answers e.g. *They can contribute economically, help raise both awareness and money for the conservation of endangered species*. There is not enough evidence of comprehension of the text itself to award A3.

Question 2 – This answer does not show understanding of the overall gist of the text. The answer provided in the first section is vague and needed to be worded more clearly to show understanding of the language used. The second section is not attempted beyond “*The priest*”. In the third section, the candidate has misunderstood the meaning of the word preoccupation in the question. Overall, there is not sufficient evidence that the candidate has understood the text in enough detail to award A3.

Question 3 – This answer does not contain enough specific detail from the text to show that the candidate has understood what they have read. It shows only limited understanding in all three sections. Although this candidate may have understood parts of the text, there is not enough evidence from the text to support the statements they have made.