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91546



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.

Achievement

TOTAL

12

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.

// Warn them about the problem, For example buying products that will harm the animals directly or indirectly. Making the product will contribute to deforestation and destruction of the habitat of number of species. Giving them information about it and how it will ~~be~~ cause endangered animals will motivate a person to act on behalf of animal conservation //

- (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?

// Stop selling valued endangered marine animals, ~~for example, shark fins soup in Asia or the turtle in Madagascar.~~

Not only are the red fish is the victim of our stomach. But number of other marine animals can be considered as a endangered species. When travelling overseas we consume dishes that are locally valued, which put the animals to be endangered. For example, the shark fin soup in Asia or the turtles in Madagascar //

- (c) Décrivez de quelle manière les organisations de protection animale et le tourisme animalier contribue à la préservation des espèces en danger. Describe how animal protection organisations and animal tourism contribute to the conservation of endangered species.

// The WWF finance, for example number of preservation projects across the world. But this organisation is non-governmental. They also pressure the state governments concerns about being against deforestation, the sea pollution, ~~and~~ more generally for to protect the animals ^{from} being endangered, by creating national parks and the struggle ~~against~~ against poaching. The tourism and the ^{countries} economic contribution ~~concerns~~ ~~concerned~~ are ~~formidable~~ averagely formidable to motivate the states to protect the species who you are incited to come ~~to~~ to the place.

A good part of the african tawn, elephants and rhinoceros there, must have a lot of fans of safari photos //

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?

Angeline uses ~~extra~~ 2 exclamation marks (!!) at the end of her sentences to convey a sense of urgency and panic in her diary. For example, "A force d'en parler de la guerre, ça y est !! Aujourd'hui, 2 août - Déclaration de guerre!! ... il a dit vrai hier notre chauffeur!!"

- (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 had called some well person ^{to} volunteered to help the ~~sold~~ soldiers. He had convoked all the dames from the town. Angeline had finished cutting shirt patterns ~~for~~ for every person to wear who has been in the hospital. The priest had a collection in the church for ^{some} first necessary products. He must ~~well~~ have done something well for France. The priest had ~~expa~~ ^{looked at} our work for Amiens when all was finished. The general ordered the priest ~~the~~ town hall to be a grand hotel. To install some hospitals //

- (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.

scared, ~~and~~ nervous, ^{and sad} because she used exclamation marks in her diary in the first paragraph. For example, "A force d'en parler de la guerre, ça y est !!". Angeline had to help out with the injured soldiers as she ~~was~~ a nurse and she had assisted with surgery operation and Aitamar died as he had wound that are absolutely infected. So Angeline will have experienced a lot through the times in war seeing a lot of ~~sold~~ soldiers hurt and she would feel pressured ~~to~~ to save them //

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.

Angeline was nice and caring because she helped all the patients as best she could. For example Jean-Baptiste ~~get~~ always yells and she is ~~always~~ near him all the time. She will do what she can to save the soldiers, she even assisted a surgery operation, during the operation she had to pass all the medical instruments to the doctor. //

- (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.

~~Some soldiers have wounds and are infected,~~
~~one has an affected brain.~~

Aitamar have some wound, that are absolutely infected. Jean-Baptiste always yells because he has an affected brain. And Monsieur Pried'homme has to go through surgery so this shows that the war is cruel, dangerous because lots of soldiers ~~are~~ gets hurt and some dies. Aitamar is getting less well and he dies as he was not able to live any longer. //

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

There ~~are~~ was a small little bar for refreshments with cakes and grapes for intermission. They played some ~~pieces~~ (songs) song pieces and there was some singing. The medecine chef recommended nothing to order from us but especially not refuse some generous donations, some invitations were sent to the and some people of the high society. //

ACHIEVEMENT

Question 1 – This answer provides evidence of a basic nature across all three sections, although there are inaccuracies present throughout. There is some attempt to answer the questions posed. Overall, there is evidence of understanding of the gist of the text. For this reason it scores A4. In order to achieve M5, it would need to show a more accurate understanding of more than the gist of the text.

Question 2 – This answer shows a basic level of understanding of the text in all three sections, again attempting to answer the questions but with some misunderstandings. There is overall, enough evidence of comprehension to award A4.

Question 3 – This answer provides evidence of a basic nature across all three sections, although there are inaccuracies present throughout. There is some attempt to answer the questions posed. Overall, there is evidence of understanding of the gist of the text. For this reason, it scores A4. In order to achieve M5, it would need to show a more accurate understanding of more than the gist of the text.