

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.

2

91121



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Level 2 French, 2015

91121 Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters

2.00 p.m. Thursday 19 November 2015
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters.	Demonstrate clear understanding of a variety of written and/or visual French text(s) on familiar matters.	Demonstrate thorough understanding of a variety of written and/or visual French text(s) 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 91121R 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.

Low
Achievement

TOTAL

11

ASSESSOR'S USE ONLY

FIRST TEXT: L'AntiCafé

ASSESSOR'S
USE ONLY

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) What is the goal of the AntiCafé, and how does it differ from other cafés?

Quel est le but de l'AntiCafé et comment est-ce que cela se diffère d'un café typique ?

Anticafé's goal is to create a place where everything is free and you can stay as long as you wish. You must pay 4 cents when entering per hour with a maximum of 16 cents per day. You can donate a small amount of money when you arrive. This is different to other cafes where you pay for food and drink and do not have a library or printer available for customers.

- (b) Explain why the AntiCafé would attract students.

Expliquez pourquoi l'AntiCafé attirerait les élèves.

This cafe would attract students because it has a library, internet and a printer available for use. It is also very cheap, so it is more affordable. Students can meet friends or work on assignments. The cafe is open to 11pm and 12pm only so they can come after classes. There is comfortable chairs for periods of work. You can make group reservation which will help students doing group projects.

- (c) How do the experiences of the three reviewers compare with the advertisement?
Comment est-ce que les expériences de ces trois critiques comparent avec la publicité.

ASSESSOR'S
USE ONLY

Eryna agrees with the advertisement as she believes it is great for work with a nice atmosphere, big tables and good internet connection. The advertisement says it is a place for people with no fixed office space. Salim thinks the project is passionate and Paris needs more places like Anticafe. Julia disagrees with the advertisement as she believes it was not peaceful for work. She wasn't able to complete her research and her phone was stolen.

A3

SECOND TEXT: L'Échange avec Tahiti/The Tahiti Exchange

ASSESSOR'S
USE ONLY

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

What sort of person would be best suited to do this exchange? Justify your answer by referring to the text.

Quelle sorte de personne serait le mieux adapté pour faire cet échange ? Justifiez votre réponse en vous référant au texte.

Someone who is ~~adventurous~~ willing to step out of their comfort zone to go on adventures. They would have to be independent, curious and confident to make new friends. For the exchange they would have to be a student studying French. They would have to be willing to learn about the different cultures, the Tahitian language by staying with a host family. They would have to be willing to adjust to temperature changes. *Overall someone who is ~~adventurous~~ and confident would be best suited to this exchange.

*They should be fit to climb the mountains and swim. They should also be careful about their health.

A3

QUESTION THREE

ASSESSOR'S
USE ONLY

- (a) What three health risks in French Polynesia are mentioned in the text? Give details. What can you do to avoid each problem?

Quels sont les trois risques de santé en Polynésie Française mentionnés dans le texte ?
Donnez des détails. Qu'est-ce qu'on peut faire pour éviter ces problèmes?

- (i) Problem: Skin cancer

How to avoid: By regularly applying sun screen to prevent sun burn because you don't want to risk skin cancer.

- (ii) Problem: le poissons pierre sting

How to avoid: Avoid the bottom of the ocean where they live or wear protective gear and be careful. You could also take the antidote prior to swimming.

- (iii) Problem: Mosquito borne disease

How to avoid: Apply mosquito spray every morning and afternoon and wear clothes that cover your arms and legs.

- (b) From the advice she gives about tourist attractions, draw some conclusions about Sandra.

D'après les conseils qu'elle donne au sujet des attractions touristiques, tirez des conclusions sur Sandra.

Sandra most likely lives in Tahiti because of her knowledge of the country. She is very intelligent and adventurous as she knows a lot about the attractions and culture from personal experience which suggests she could have been an exchange student or is involved in the organisation of the exchange.

N2

THIRD TEXT: Stromae

Read the text on pages 6 and 7 of the resource booklet. Use it to answer Question Four. Answer the question in your choice of English, te reo Māori, and/or French.

QUESTION FOUR

- (a) Do you think that Stromae had a happy childhood? Use information from the text to justify your response.

Est-ce que vous pensez que Stromae a eu une enfance heureuse ? Justifiez votre réponse en vous référant au texte.

No, he grew up with only photos of his father and souvenirs. His mother raised him with Aunts that he considered his second mum. His father died when he was eleven or twelve. Most of his family in Rwanda is dead. Overall he had a very hard childhood. However he had a lot of fun playing games with his mum travelling and discovering planets.

- (b) Referring to the text, how do you know Stromae has a "hands on" approach to his career and song writing? For what reasons?

En vous référant au texte, comment est-ce que vous savez que Stromae s'occupe personnellement de sa carrière et ses chansons ? Pour quelles raisons ?

He has a very hands on approach because he controls everything. He controls the photos, music, clothes which helps him to get rid of stress. By controlling everything he approves everything so it is how he wants it to be. He writes his own songs which are a mix of styles. Writing his own songs helps him to make decisions and understand difficult things in life.

(c) What has songwriting taught Stromae about sadness?

Qu'est-ce que Stromae a appris à propos de la tristesse en écrivant des chansons ?

ASSESSOR'S
USE ONLY

He has learnt that sadness affects everyone. The world knows of difficulties not ~~know~~ his mum, his ~~but~~ friends or him can change that. By writing songs he can make sad things beautiful. He has also that it is difficult things are hard to ~~accept~~ accept and reality isn't always black and white like he imagined.

A3

Low Achievement exemplar for 91121 2015			Total score	11
Q	Grade score	Annotation		
1	A3	This answer demonstrates some understanding of the text, with parts b. and c. stronger than part a. To lift the quality of this answer, there would need to be evidence of understanding more than just the gist of the text.		
2	A3	This answer addresses the question but some assumptions not supported by the text have been made, i.e. <i>“they should be fit to climb the mountains”</i> . The candidate has been able to make meaning of the text, without including relevant detail which is what would lift this answer to a higher level.		
3	N2	This answer shows little understanding of the text because the candidate has not understood that Sandra has been on the exchange and is recommending it to other New Zealand students. Furthermore, with regards to the Stone fish (which has not been translated despite being glossed) the candidate has said <i>“You could also take the antidote prior to swimming”</i> which is logically inconsistent indicating misunderstanding.		
4	A3	This answer demonstrates only basic understanding across the 3 sections and conveys some of the general meaning, interspersed with inconsistencies, hence the A3 grade.		

2

91121



911210



NEW ZEALAND QUALIFICATIONS AUTHORITY
 MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
 KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Level 2 French, 2015

91121 Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters

2.00 p.m. Thursday 19 November 2015

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters.	Demonstrate clear understanding of a variety of written and/or visual French text(s) on familiar matters.	Demonstrate thorough understanding of a variety of written and/or visual French text(s) 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 91121R 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.

**High
Achievement**

TOTAL

16

ASSESSOR'S USE ONLY

FIRST TEXT: L'AntiCafé

ASSESSOR'S
USE ONLY

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) What is the goal of the AntiCafé, and how does it differ from other cafés?
Quel est le but de l'AntiCafé et comment est-ce que cela se diffère d'un café typique ?

To let people work in a calm and clean place where the food, ~~or~~ drinking and wifi is free. You only have to pay for the time spent in the café. A place where people can relax and have fun, or work peacefully.

- (b) Explain why the AntiCafé would attract students.
Expliquez pourquoi l'AntiCafé attirerait les élèves.

It is cheap, only 4€ for an hour maximum 16 € each day. You have free unlimited drinks and snacks as well as free wifi. Students will be able to do their work without worry. The printer scanner is also free and students could ~~also~~ also go to the library or play games. It is also a good place to study.

- (c) How do the experiences of the three reviewers compare with the advertisement?
 Comment est-ce que les expériences de ces trois critiques comparent avec la publicité.

ASSESSOR'S
USE ONLY

The first reviewer's - Iyana - experience agrees with the ad, she ~~ag~~ thinks it is a good, nice place to go to.

Julia doesn't agree, as the time she went there was a noisy group disturbing her from her study. Wasn't a quiet and peaceful place as said in the ad.

Salom really liked the cafe. Was just like the ad. A wonderful and warm ambience and a cosy feeling just like he was in his own house.

AL4

SECOND TEXT: L'Échange avec Tahiti/The Tahiti Exchange

ASSESSOR'S
USE ONLY

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

What sort of person would be best suited to do this exchange? Justify your answer by referring to the text.

Quelle sorte de personne serait le mieux adapté pour faire cet échange ? Justifiez votre réponse en vous référant au texte.

Someone who likes to adventure and someone who is independent and curious, likes to travel and make new friends. This is so we can continue to have a wonderful relationship with the Tahitians and continue the exchanges. Someone who is a fast learner as the people there will speak French-Tahitian. Somebody who is open to different cultures is best as they will most likely be home staying and spending time with the families living there. The family could be French or Tahitian so the person should be able to adapt to both situations. Someone who is adventurous but will still listen to instructions since there are dangerous things that could happen while stayed in Tahiti.

A4

QUESTION THREE

ASSESSOR'S
USE ONLY

- (a) What three health risks in French Polynesia are mentioned in the text? Give details. What can you do to avoid each problem?

Quels sont les trois risques de santé en Polynésie Française mentionnés dans le texte ?
Donnez des détails. Qu'est-ce qu'on peut faire pour éviter ces problèmes?

- (i) Problem: mosquito bites which ~~are~~ carry and transport diseases.

How to avoid: You have to apply a product early in the morning and the start of the afternoon and wear clothes that cover your arms and legs.

- (ii) Problem: poisonous shore fish which could kill you

How to avoid: Wearing plastic shore shoes while you swim to avoid standing on them and getting stung.

- (iii) Problem: Skin cancer as it gets quite hot, around 30°C.

How to avoid: Sun screen on your skin and also cover your body with a sarong while wearing a swimsuit.

- (b) From the advice she gives about tourist attractions, draw some conclusions about Sandra.

D'après les conseils qu'elle donne au sujet des attractions touristiques, tirez des conclusions sur Sandra.

Sandra is an outdoor girl and loves to travel. She has been visited the attractions and knows of the dangers as well as fun you can experience.

A4

THIRD TEXT: Stromae

ASSESSOR'S
USE ONLY

Read the text on pages 6 and 7 of the resource booklet. Use it to answer Question Four. Answer the question in your choice of English, te reo Māori, and/or French.

QUESTION FOUR

- (a) Do you think that Stromae had a happy childhood? Use information from the text to justify your response.

Est-ce que vous pensez que Stromae a eu une enfance heureuse ? Justifiez votre réponse en vous référant au texte.

I think he did have a happy childhood but it did have some bumps. He loves his ~~man~~ and his mum loved him too. She worked hard and managed all by herself to buy a safe modest house with a big garden for Stromae. Even when his dad died he simply asked his mum if he was dead. Stromae had come to the conclusion himself and was okay with it.

- (b) Referring to the text, how do you know Stromae has a "hands on" approach to his career and song writing? For what reasons?

En vous référant au texte, comment est-ce que vous savez que Stromae s'occupe personnellement de sa carrière et ses chansons ? Pour quelles raisons ?

He ^{manages} controls the photos, the music, the clothes with his cancer. He is afraid of ~~not~~ failing himself and not pleasing and not being the image that people have of him. He makes music for himself from the public. When he was going towards 16 years of age he would sit down with a pen and paper and make music, and he makes it firstly for for himself.

(c) What has songwriting taught Stromae about sadness?

Qu'est-ce que Stromae a appris à propos de la tristesse en écrivant des chansons ?

ASSESSOR'S
USE ONLY

Sadness is beautiful, it is a
part of us so why hide it.
Everybody has difficulties and
nobody is perfect. It's hard to
accept but it's reality, it's not black
and white so embrace it.

A4

High Achievement exemplar for 91121 2015		Total score	16
Q	Grade score	Annotation	
1	A4	This answer provides evidence of basic understanding across the sections. Part a. does not fully answer the question but part b. shows understanding that the cheap cost of the Anticafé would likely attract students, despite inconsistencies <i>“students could also go to the library”</i> . Part c. demonstrates understanding that 2 out of 3 reviews agreed with the advertisement but also contains inconsistencies.	
2	A4	This answer addresses the question and the candidate has clearly understood the general meaning of the text but has not justified their answer enough by referring to the text as asked for in the question i.e. <i>“Someone who...will still listen to instructions since there are dangerous things...”</i> .	
3	A4	Part a. shows basic understanding with the 3 risks being correctly identified, but to score a higher grade the candidate would have needed to have shown that the conclusions were drawn from what Sandra says about the tourist attractions and not the text as a whole.	
4	A4	This answer provides evidence of basic understanding across the sections, including touching on the idea that Stromae’s childhood was not always easy, but there are inconsistencies i.e. <i>“a safe modest house with a big garden”</i> . There is understanding of some detail <i>“not pleasing and not being the image that people have of him”</i> which lifts the overall quality of this answer.	