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91118



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, 2016

91118 Demonstrate understanding of a variety of spoken French texts on familiar matters

9.30 a.m. Monday 28 November 2016
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of spoken French texts on familiar matters.	Demonstrate clear understanding of a variety of spoken French texts on familiar matters.	Demonstrate thorough understanding of a variety of spoken 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.

Listen to THREE 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 three 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 2–8 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

Excellence
24

ASSESSOR'S USE ONLY

QUESTION ONE

ASSESSOR'S
USE ONLY

Remember to support your answers with evidence from the text.

- (a) Describe in detail Amira's life in Syria before the conflict.
Décrivez en détail la vie d'Amira avant le conflit en Syrie.

3 years ago she was living in a large house with her 2 sisters and parents. Her dad was the director of a large bank and her mum didn't work ^{instead} she looked after her 3 kids. Her and her two sisters went to school. She had a normal life. //

- (b) Describe in detail how Amira's life in Syria changed after the conflict began.
Décrivez en détail comment la vie d'Amira en Syrie a changé après le début du conflit.

life became dangerous when the conflict ~~became~~ ^{began}. She couldn't go to school anymore. Bombings happened multiple times a week and one day the house next door was hit and her friend was killed. Her father ~~became~~ was scared for the ~~the~~ lives of her family so they decided to abandon their house and leave the country together. //

- (c) According to the text, what problems have Amira's parents encountered in France?
Selon le texte, quels sont les problèmes que les parents d'Amira ont connus en France?

When they decided to leave Syria for their safety, an old friend of her dad helped them to come to France. It was difficult, and at the beginning they all missed Syria. Her dad found it hard to find a job ~~but~~ because it is hard to find work in a different country especially when you don't speak the language. It was depressing for him. They miss the money they used to have. //

- (d) What is life like for Amira today, and what are her plans for the future?
Comment est la vie d'Amira aujourd'hui et quels sont ses projets pour l'avenir?

She now lives in a small appartement in Rennes with her family. Her father is still looking for a job. They all feel safe now and like the freedom and peace in France. She is now in yr 12, has made friends and speaks French well, even better than her parents. She wants to go to university and dreams of returning to Syria where the rest of her family still lives as they unfortunately couldn't leave. //

E8

QUESTION TWO

ASSESSOR'S
USE ONLY

Remember to support your answers with evidence from the text.

- (a) According to the text, what signs were there that Justin Trudeau might one day become the Prime Minister of Canada?

Selon le texte, quels signes ont indiqué que Justin Trudeau pourrait un jour devenir Premier ministre du Canada ?

At a formal dinner in 1972 the former President of the USA said "let's raise our glasses to the ~~next~~^{future} prime minister of Canada". He wasn't wrong as in 2015, he became the new prime minister of Canada. //

- (b) Describe Trudeau's life before he became Prime Minister.
Décrivez la vie de Trudeau avant qu'il devienne Premier ministre.

Born on the 25 december, 1971 to the former prime minister of Canada, he grew up in a famous family. After leaving university where he studied education he travelled the world with his friends. He then worked as a teacher at a high school teaching maths and French. He married his best friend that he met at university. The two of them had 3 kids, 2 sons and one girl. He says he has always dreamed of being a father. //

- (c) According to the text, what are Trudeau's goals while Prime Minister?
Selon le texte, quels sont les buts de Trudeau pendant qu'il est Premier ministre ?

one of his goals is to respect ~~the~~ equality between men and have as many women as men working with him. Another strong value for him is protecting the environment, something many Canadians like about him. He even has a tattoo of the earth on his shoulder. //

- (d) According to the text, what are Trudeau's strong points?
Selon le texte, quels sont les atouts de Trudeau ?

He speaks French very well which is important if he wants to be considered capable of uniting a country that is proud of its French history. This makes many people think of him as a good man. He is also able to speak with emotion. //

E8

QUESTION THREE

ASSESSOR'S
USE ONLY

Remember to support your answers with evidence from the text.

- (a) What are the benefits of the system, for both the driver and the passengers?
Quels sont les avantages de ce système, pour le conducteur et pour les passagers?

Nobody likes to travel long distances alone. Blablacar allows people who don't like to travel (e.g. Alex) to find people he can travel with. With Blablacar it is much nicer to travel and he can split the cost of petrol and road tolls with the passengers making it cheaper for everyone. During the trip they can share their favourite music, stories and any food like a chocolate cake they might bring. They can also get some sleep during the trip. After the trip they exchange their addresses and have many good memories to keep from the trip. Sharing transport is also better for the environment. //

- (b) How does the car sharing system work?
Comment marche le système de covoiturage?

When you go on a trip e.g. when Alex goes away each weekend he puts the free seats in his car up on the website and the company help to find a reasonable price. Those wanting to travel to the same place e.g. Julie (student) or a maths teacher who cannot find a cheap solution for transport especially at the last minute, can simply reserve their seat on the website. //

- (c) What is the purpose of the advertisement?
Quel est le but de la publicité?

Show people who might be planning to come to France in the next few years and want to travel around the country how they can do it in a way that is cheaper, better for the environment and more enjoyable for everyone. Many people don't like the idea of sharing their car with a stranger but this ad shows them how much fun it can be. It's a good system for both people who have their licence and those who don't. //

E8

Excellence exemplar for 91118 2016			Total score	24/24
Q	Grade score	Annotation		
1	E8	The response is detailed across all sections of the question. The Excellence level evidence shows thorough understanding of a range of language eg, “house next door was hit and a friend was killed”, “hard to find work if you don’t speak the same language”, “speaks French better than her parents”. The evidence is not a direct translation of the text that was heard but is an accurate and detailed interpretation eg, “they miss the money that they used to have”. Some conclusions are drawn about the text as a whole.		
2	E8	This candidate has clearly understood the text as a whole and has been able to interpret the most complex ideas into succinct and comprehensible responses. For this question, the Excellence level responses were based in sections c) and d). Ideas such as Trudeau wanting to have equality – as many men as women working with him as well as “Trudeau being capable of uniting a country proud of its French history” indicate that the candidate is working at Excellence level.		
3	E8	To achieve with Excellence in this question, an holistic and thorough understanding of all aspects of the question (a, b, and c) was required. Candidates in this cohort struggled particularly with section b. This candidate however has demonstrated a thorough understanding of the Blabla car process (advertising on the site, support from the company, passengers can reserve etc). Section a was particularly rich in ideas to demonstrate the benefits of the website and provided evidence at all levels of achievement.		