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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, 2016

### 91121 Demonstrate understanding of a variety of written and/or visual French text(s) 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 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 2–11 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.**

Excellence

TOTAL

23

ASSESSOR'S USE ONLY

## FIRST TEXT: *Les livres de coloriage*/Colouring books

ASSESSOR'S  
USE ONLY

Read the text on page 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.

Remember to support your answers with evidence from the text.

### QUESTION ONE

- (a) According to the text, why are colouring books a useful tool for students?

*Selon le texte, pourquoi les livres de coloriage sont-ils un outil utile pour les élèves?*

Do you feel stressed? Are you fed up with exams? Too tired? Too much to do? Then do as French students and lots of others ~~around~~ the everywhere in the world. Take a pen and colour! It's a way to return to our childhood where everything was easy and full of colour ... (cont on extra pages)

- (b) According to the text, how popular are colouring books in France?

*Selon le texte, qu'est-ce qui montre la popularité des livres de coloriage en France?*

A few years ago colouring was only to keep kids busy on the TAV or at the doctor. But that was before. Now colouring books are for whatever age. On the internet, or books sold in the shops, colouring is everywhere and for students doing exams it's very useful. The numbers speak for themselves. 5 colouring books for adults released since the start of the year have been among the 15 best sellers in France. so very popular //

- (c) Using EITHER Jérôme's OR Céline's opinions, complete this information sheet explaining why colouring may help Year 12 New Zealand students, especially at exam time.  
*En utilisant les opinions de soit Jérôme soit Céline, complétez cette fiche d'informations en expliquant pourquoi le coloriage pourrait aider les élèves néo-zélandais, surtout au moment des examens.*

ASSESSOR'S  
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Colour in to decrease your stress levels!  
*Colorier pour éviter le stress!*

Why? Because ... / Pourquoi? Parce que ...

Jérôme, a student in Lyon, France, said for him, colouring is a response to stress of school, friends, and needing to escape. He said "Colouring, it's putting the hand on the paper. It's a act that doesn't often have a finish. It's a way to be creative, especially when ~~one~~ you are hit by the idea "I'm not able to" capable "To concentrate on the art, the choice of colours, allows me to be ~~in~~ there and now, by letting thoughts come and go."

E8

## SECOND TEXT: *Quelles langues vas-tu apprendre ?* Which languages are you going to learn?

ASSESSOR'S  
USE ONLY

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

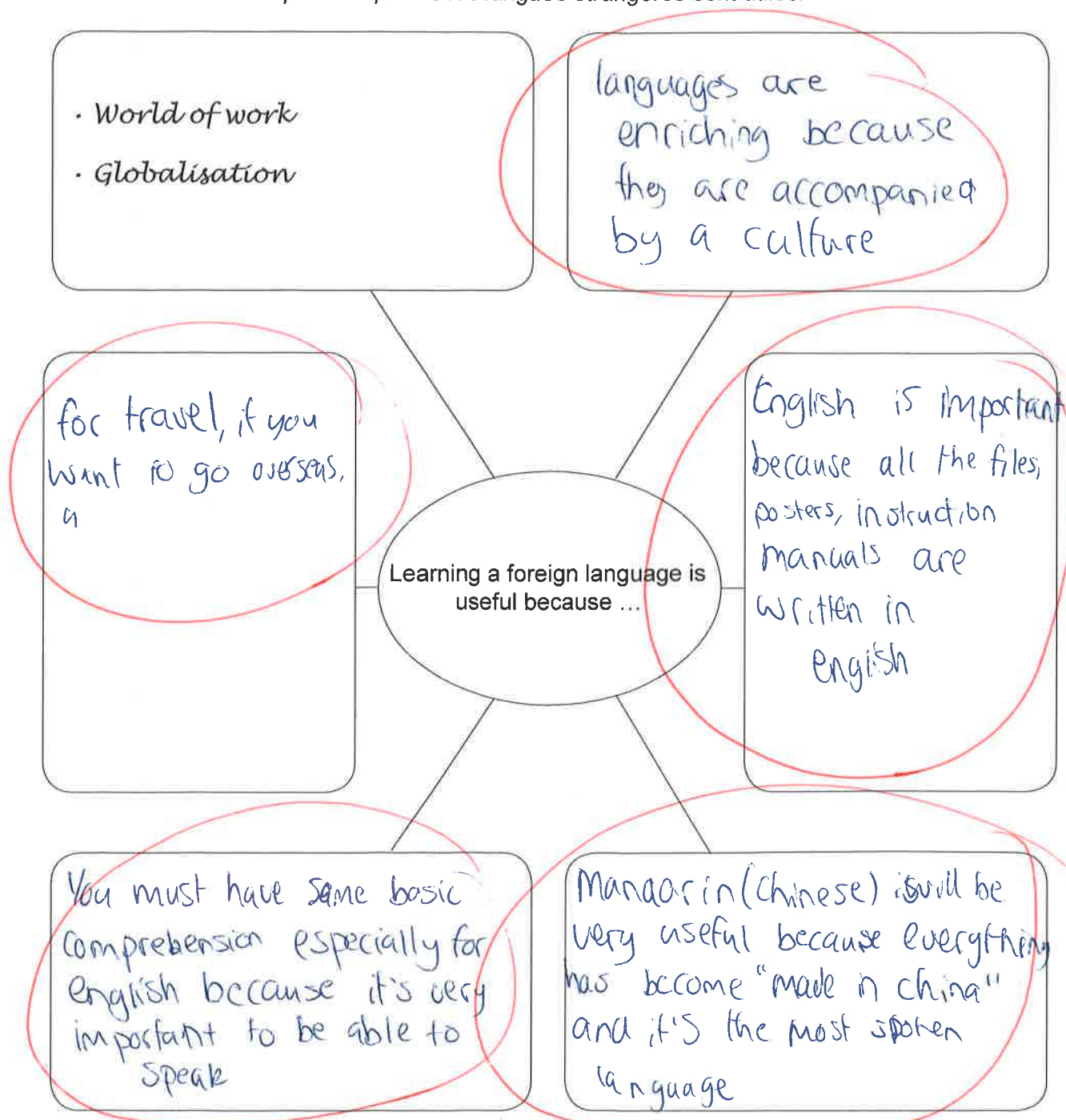
Remember to support your answers with evidence from the text.

### QUESTION TWO

- (a) Fill in the diagrams using key ideas/words from the text. Write one idea in each box. The first one has been completed for you as an example.

*Remplissez ces boîtes en vous servant des mots clés du texte. Écrivez une idée dans chaque boîte, la première étant un exemple.*

- (i) Reasons why learning a foreign language is useful.  
*Les raisons pour lesquelles les langues étrangères sont utiles.*



(ii) The best techniques for learning a foreign language.

*Les meilleures techniques pour apprendre une langue étrangère.*

ASSESSOR'S  
USE ONLY

Going to a country  
that speaks it to make  
the most of total immersion  
and live the language.

Work on speaking/oral  
more than writing, in real  
life, when we speak to  
people we don't send letters

The best techniques for learning  
foreign languages are ...

Watch films in the  
language

learn it at school

Question Two continues  
on the following page



- (b) Choose ONE reason why students find foreign languages useful. Explain in detail, using information from the text to justify your answer.

Choisissez UNE raison pour laquelle les élèves trouvent les langues utiles. Donnez des détails. Servez-vous des informations du texte pour justifier votre réponse.

ASSESSOR'S  
USE ONLY

Students find foreign language useful because you ~~must~~ <sup>and will</sup> be able to communicate well when you travel. Esther says it is necessary to have a base of comprehension and English is especially important to be able to ~~spee~~ <sup>speak</sup>. Miss M Chocolat says that it's important because understanding language is always accompanied by a culture which is why languages are exciting. She also says that languages are very useful in the world of work because of globalisation as everything is global so spread across languages and countries. Franc says that English is very important because all the signs and instruction manuals and plenty of other things are written in English so when travelling or working you must understand these. He also thinks Chinese will become very important because everything is "made in China". Adèle thinks that to learn a language you must go there. You won't ~~speak~~ <sup>understand</sup> and won't ~~never~~ <sup>never</sup> understand as long as you don't go to a country which speaks it to make the most of being in total immersion and living the language. It's the best way to progress. It's because of that, that she is ~~going~~ <sup>leaving</sup> to England for a year as a student and being in an English family. //

- (c) Which student do you find the most passionate about his or her ideas? Explain why, referring to both the ideas and the language used to express them. Use information from the text to justify your answer.

*A votre avis, quel élève semble le plus passionné par ses idées? Expliquez pourquoi, en faisant référence aux idées et au langage qu'il/elle utilise pour les exprimer. Servez-vous des informations du texte pour justifier votre réponse.*

Julie because she uses capital letters, "SURTOUT" (most importantly) and a lot of explanation marks. She also commands using the imperative, "Regardez..." She believes this "Sure" that "you must" learn English as a priority. Above all you must work more on speaking and listening than writing. In real life when we speak to people, we don't send them letters! You must respond quick and well because the person opposite won't wait 2 days for a reply. Watch firms in English! That would help you a lot. ~~She~~ Her language is firm as she uses and persuasive, "Il faut" (you must) a lot. //

ASSESSOR'S  
USE ONLY

E7

**THIRD TEXT: *Un menu végétarien à la cantine***  
**A vegetarian menu in the cafeteria**

ASSESSOR'S  
USE ONLY

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

Remember to support your answers with evidence from the text.

**QUESTION THREE**

- (a) Explain the reasons for the proposed change to cafeteria menus in French schools.  
*Expliquez les raisons pour le changement de menu proposé pour les cantines scolaires françaises.*

To put an end to the religious and political disputes over what student are eating at the ~~cantine~~ <sup>cafeteria</sup> French schools have many muslim and jewish students for which religion bans eating pork (ham, pâté, etc.) for a long time a number of cafeterias have foreen for them a "substitution" or alternative menu. But those responsible at primary schools and their cafeterias don't accept this menu for political reasons. They have the opinion that all the students should have the same menu, whether it contains pork or not. But this principle of the special menu is sometimes...

extra  
pages

- (b) Explain how including pork on the menu is problematic for some students.  
*Expliquez comment le fait d'inclure le porc au menu pose des problèmes à certains élèves.*

The bans religious bans on food are many. Jewish don't have the right to eat pork, but also certain fish. Christians aren't supposed to eat meat on Friday or during the time of lent (which precedes Easter). For the muslims, the slaughter of animals must follow a religious ceremony, and eating is banned from sunrise to sunset during Ramadan. Impossible to please everyone in the cafeterias which limited to proposing menus with out pork. ~~Because there are~~



- (c) Explain how the proposed law could offer a compromise for the various groups involved.  
 Expliquez comment la loi proposée pourrait représenter un compromis aux yeux des divers groupes impliqués.

ASSESSOR'S  
USE ONLY

The law for a vegetarian menu ~~could~~ could serve a compromise between those responsible for the canteens who refuse to propose multiple menus and families that believe in <sup>strictly</sup> following ~~of~~ their dietary rules. Because the school meal is important: for lots of children and teens, it's the only balanced meal of the day, much better than menus based on chocolate bars, pizza, chips or hamburgers. The religious rules are all based on not eating various types of meat at different times so offering a vegetarian option would mean that the different groups would all <sup>have the option</sup> be able to eat a ~~meal~~ meal without ~~with~~ the particular meat or any meat as their rules decree.

Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S  
USE ONLYQUESTION  
NUMBER

3a considered as a measure against muslims. So a politician came to propose a law which makes it compulsory to have a vegetarian menu (in cafeterias which feed more than 80 students. //

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1a Colouring books are a way to release stress. As Céline says, it's a form of meditation, and is almost the only activity in doing that she doesn't think of anything else. They help you relax and give you a break when you're fed up with exams. It helps her breathing become more and more calm. Her head disconnects from her worries, problems and noise. It's something that you only do for yourself, for pleasure before anything. //

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**Excellence exemplar 2016**

<b>Subject:</b>	<b>French</b>	<b>Standard:</b>	<b>91121</b>	<b>Total score:</b>	<b>23/24</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>			
1	E8	<u>All</u> details provided. Clear and concise. Statistic understood correctly.			
2	E7	Able to pick out most (missed one in each of (i) and (ii)) key details to put in boxes in (a), with succinct reference to text and not overly wordy. (b) Shows excellent comprehension by referring specifically to 4 of the students and drawing their comments together under one common theme or reason. (c) Shows comprehension of Julie's ideas and also how they are effective through the use of language (imperative, repetition of il faut).			
3	E8	Has understood BOTH the religious AND the political arguments. Detail very accurate throughout. Clear understanding of the compromise (cafeteria managers vs parents of religious students) and the weighting on the healthy food alternative.			