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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.**

**Achievement**

**TOTAL**

**12**

ASSESSOR'S USE ONLY

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

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?*

Colouring books are useful for students as ~~it helps~~  
~~them to~~ if they are stressed, have exams, are too  
 tired or have too many things to do, as is a  
 fact - for many French students and people, when  
~~coloring books~~ are picking up a pen and  
 colouring will help. //

- (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?*

Colouring books are very popular in France. //

- (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  
USE ONLY

Colour in to decrease your stress levels!  
 Colorier pour éviter le stress!

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

Colouring in is a form of meditation, for Céline it is the only activity that she does where she thinks about nothing else. She bought a book just before exams without thinking too much, it was 'just to see'. But she ended up finding that it helps her to relax. Her stress levels lowered and she became more and more calm. She was able to disconnect. //

A4

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

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.

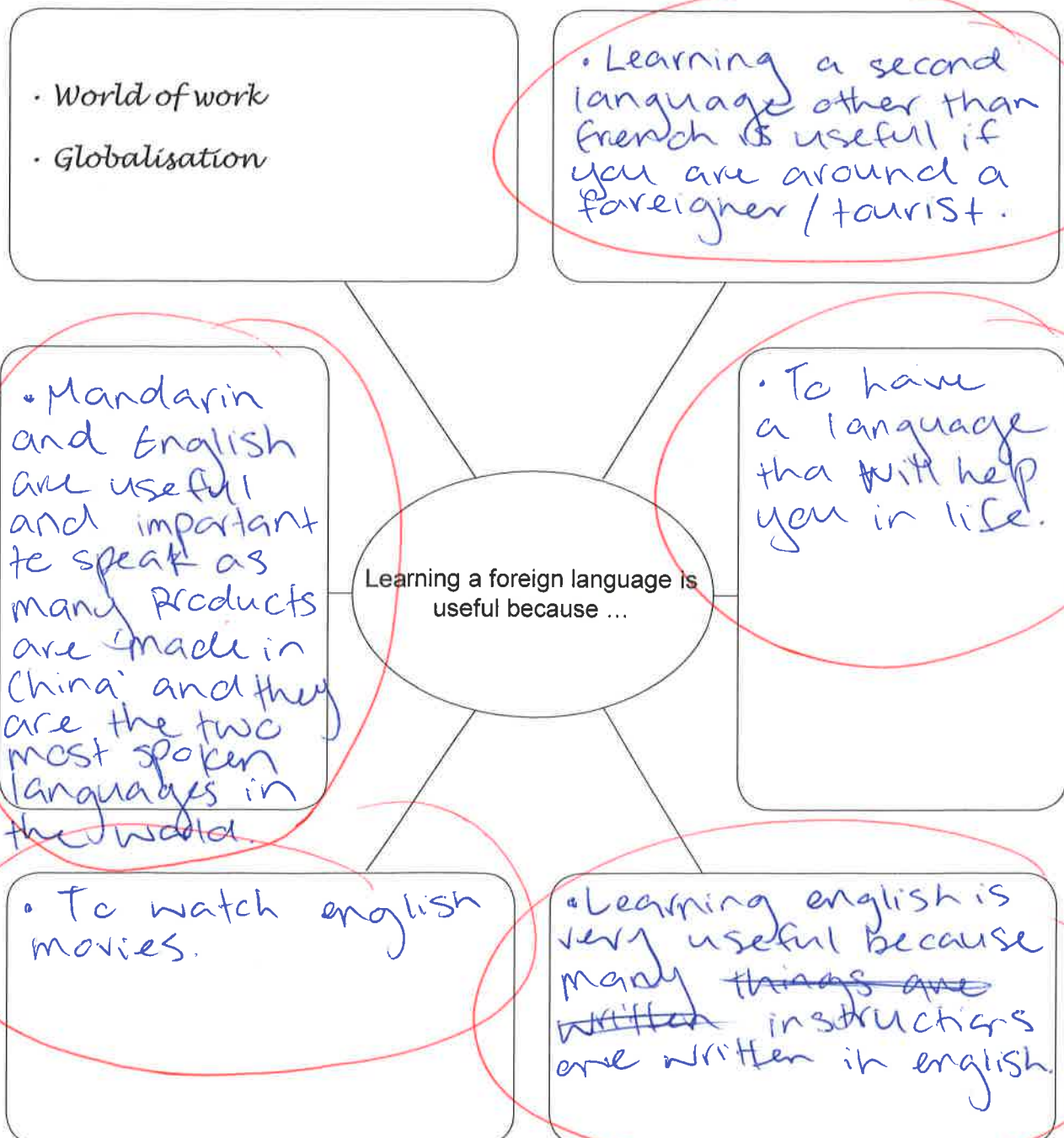
Remember to support your answers with evidence from the text.

### 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

To immerse yourself in the language. We never truly understand a language as long as we don't go to the country to speak it and be totally immersed and live the language.

To take the foreign language at school.

The best techniques for learning foreign languages are ...

To learn a language that is similar to your first language, just as Spanish words are similar to French words, making it easier to learn.

To be around the language, do more travelling, speaking and writing.

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

One reason why students find foreign languages useful is for the working world. Knowing more than one language is enriching ~~at~~ because they are always accompanied by some culture. They are useful in the world of work because they allow you to ~~have a full experience~~ be able to communicate with many different people and allow you to have a better understanding of the world and globalisation.

- (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.*

The student that I find most passionate about her ideas is Adèle as she feels very strongly that to learn a language we need to immerse ourselves in the country and language. She thinks that we need to live the language as it is the best way to progress. She is proving this by spending next year as a student in England, in a ~~an~~ english family. //

ASSESSOR'S  
USE ONLY

A4

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

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.*

The reasons for the proposed change to cafeteria menus in French schools are that some religious and political reasons are preventing some students from being able to eat at the cafeteria. Schools in France have thousands of Muslim and Jewish students whose religion prevents them from eating pork. //

- (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.*

Including pork on the menu is problematic for some students, those who are Muslim and Jewish, as their religion prevents them from eating it. Jewish people are not only not allowed pork, but also certain kinds of fish. Christians also aren't supposed to eat meat on Friday <sup>now</sup> during the period of Lent. //



- (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  
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The proposed law for a vegetarian menu to be offered as a compromise is a reasonable start for caterers who refuse to propose more menus. It is also beneficial for families who follow strict dietary rules as it means that they can continue to follow these rules at school. It would also be good for the many children and teenagers whose school lunch is their only meal of the day as it is a much healthier option ~~instead of~~ to have menus that are free of chocolate bars, pizza, chips or hamburgers. //

A4

<b>Subject:</b>	<b>French</b>	<b>Standard:</b>	<b>91121</b>	<b>Total score:</b>	<b>12/24</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>			
1	A4	<p>(a) Began well, but missed Excellence and one Merit detail.</p> <p>(b) Correct statement, but without ANY evidence from the text. All detail lacking.</p> <p>(c) Shows some understanding of M points, but none of E points. A detail evident, although did not refer specifically to 'breathing' in relation to 'calmer'.</p>			
2	A4	<p>(a) In (i) reasons given are very wide and general eg, 'To have a language will help you in life' rather than picking out specific detail from the text. Added 'English' to 'watch movies' which made it too specific. In (ii) not all references came from the text and also the 'ne ...que' was not understood in relation to the speaking and writing of a language.</p> <p>(b) Very vague and general with no reference to any of the writers in the text. No ONE reason very clear – working world / culture / communication / globalisation – all mentioned.</p> <p>(c) Summarises Adèle's point of view quite well, but does not attempt ANY language analysis.</p>			
3	A4	<p>(a) Names the reasons but doesn't explain them. Does not show understanding of the reasons. Does show general overall comprehension of the issue.</p> <p>(b) Begins well, but misses all the Merit detail about Muslims. No mention of cafeteria managers' political dilemma.</p> <p>(c) Does show understanding of the compromise between cafeteria managers and parents of religious students. Does not show understanding of the 'balanced' idea. Gives A detail about types of food on some menus.</p>			