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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.

Merit

TOTAL

17

ASSESSOR'S USE ONLY

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

ASSESSOR'S
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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 to students as they can reduce stress levels, and return students to a time when everything was simpler (childhood). //

- (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?

They are very popular, with 5 colouring books for adults on the top 15 books list in France at the start of this year. //

- (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 ...

Why? Because colouring is a way to cope with stress about School and friends, and is great when you need to escape. Colouring is an act that ^{*}doesn't have an end point, and is a way to be creative, especially when we're hit with the idea that we aren't good enough. Concentrating on the design and choice of colours allows you to be present in the here and now, and allows your thoughts to come and go as they please. //

^{*} often

m6

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.

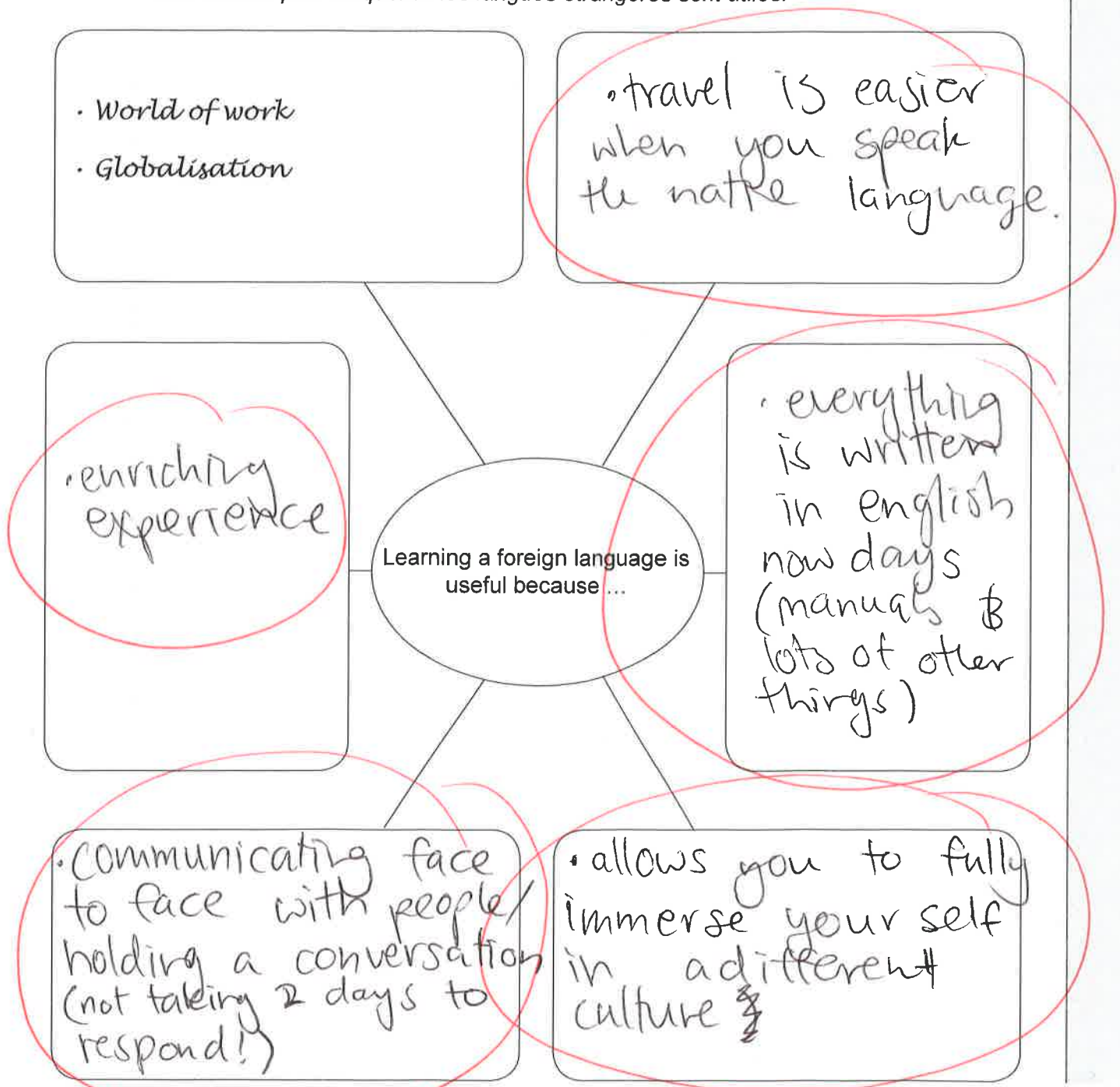
Remember to support your answers with evidence from the text.

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.

• Talk to native-speakers
 of the language

• Watch films in
 the language

The best techniques for learning
 foreign languages are ...

• Go on exchange
 to another country
 and live with a
 native-speaking family

• Immerse yourself/
 actually live the
 language.

~~immersion / live the language~~
~~talk to people~~
~~watch films~~
~~live the language~~
~~go on exchange~~

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
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Students find foreign languages useful because it makes travelling an easier/more enriching experience. When you know the language of a country, you can interact with the locals and fully immerse yourself in that country's culture. Esther supports this, saying that learning a second language is very important, "surtout si tu vas à l'étranger." Miss M Chocolat adds to that saying that "Languages are enriching, because they are accompanied by a culture." Adèle believes that one must learn a language through immersion and live the language. Finally, Julie says that speaking a language is very important because "In the real world, we speak to people... one must reply well and quickly, because the person we are talking to won't wait 2 days for a response." //

- (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.

I find Julie to be the most passionate due to her use of the phrase "je suis sûre" when talking about learning English, her use of capital letters on "SURTOUT", her use of exclamation marks, and the ~~strong~~ conviction she has in her ideas about learning to speak a language as opposed to learning to write it, because "In the real world, we speak to people, we don't send them letters!" //

ASSESSOR'S
USE ONLY

m6

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.

Many students at French schools are religious, with Muslims, Jews, and Christians having certain religious restrictions on the food they can eat. Jews can't eat pork and certain types of fish, Muslims can only eat meat that has been prepared in a religious ceremony (and can't eat between sunrise and sunset for the month of Ramadan), and Christians aren't supposed to eat meat on Fridays or during Lent. //

- (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.

Both Jewish and Muslim students cannot eat pork as it is seen as unclean in their religions, so if the cafeteria is only serving pork for lunch then those students miss out on potentially their only balanced meal of the day (with some students diets including mainly chocolate bars, pizza, chips or hamburgers). //

- (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.

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The proposed law would mean cafeterias would have to provide a vegetarian option as well as their normal menu (with meat). This would mean that religious students could observe their religious practices and still have a balanced meal, whilst non-religious students can still have their normal lunch. This would prevent religious discrimination as well as providing healthy, balanced meals at school to all students. Schools ^{also} wouldn't have to sacrifice their right to serve pork for political reasons. //

m5

Merit exemplar 2016

Subject:	French	Standard:	91121	Total score:	17/24
Q	Grade score	Annotation			
1	M6	Able to pick up most Excellence points, but lacking Merit and Achievement evidence (for everyone, everywhere, sold in shops and online, no longer just for kids on the TGV or in doctor's waiting rooms). Needs to show proficiency at A and M as well as E.			
2	M6	<p>(a) Only 3 points correct in (i) and 2 in (ii). Other points too non-specific – eg, 'enriching experience' – but no reference to the culture.</p> <p>(b) Makes reference to 3 of the students' comments and thoroughly illustrates reason cited.</p> <p>(c) Discussed both ideas and language use. Could have given the ideas in a bit more detail and also explained language features more fully – eg, repetition of 'il faut', use of imperative 'regardez!'.</p>			
3	M5	Good solid Merit detail about the religious and health issues, however, no mention of the political issue – equity for all students. Merit detail about this lacking. Last sentence shows lack of comprehension of cafeteria managers' position on NOT serving pork to Muslims.			