

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.

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91543



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 3 French, 2016

91543 Demonstrate understanding of a variety of extended spoken French texts

2.00 p.m. Monday 28 November 2016
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended spoken French texts.	Demonstrate clear understanding of a variety of extended spoken French texts.	Demonstrate thorough understanding of a variety of extended spoken French texts.

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 two 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 2–12 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

Merit
15

ASSESSOR'S USE ONLY

QUESTION ONE

Summarise what each app does, and explain the type of person it would benefit.

Résumez ce que fait chaque application et expliquez quel type de personne en profiterait.

Packing List

What the app does / Ce que fait l'application: It allows the user to create a list of things to bring on ^{one} ~~their~~ trips. ^{preexisting} ~~you~~ may also use it easier to use lists which the app suggested, which one can personalise for their voyage.

Who it would benefit / Qui pourrait en profiter: It would benefit those who often find themselves losing things or forgetting things like their passport or sunglasses. It allows them to be more organised.

Tripnco

What the app does / Ce que fait l'application: It finds people who are part of similar groups to the user so that they can travel in a group which certainly reduces costs of travelling.

Who it would benefit / Qui pourrait en profiter:

It would benefit those who wanted to travel in a group but was unable to organise one. Whether it be for a sports-related trip or cultural trip, or even just a party, one very find a nice companion.

Image It

What the app does / Ce que fait l'application: It is a dictionary of images.

which ~~very~~ ^{use} a from food to culture which allows one to ~~express themselves in~~ ^{communicate} in countries where they don't speak the language.

Who it would benefit / Qui pourrait en profiter: This is ideal for someone who who hasn't spoken a foreign language or who ~~knows~~ ^{doesn't} think themselves capable ^{needs to} to do so, but ~~can still~~ ^{want} to express themselves as ~~well as~~ ^{like} everyone else.

Bubble Globe

What the app does / Ce que fait l'application: It provides a list of inhabitants of cities around the world from which a tourist may find a local guide.

After being selected through an entrance test, they ~~will~~ ^{go} to meet the tourist and show them charming places that they've chosen.

Who it would benefit / Qui pourrait en profiter: It would benefit those who, like everyone

dream of seeing a city like Paris through the eyes of a local. It is also for those who want to see a city through the eyes of a local.

M5

QUESTION TWO

- (a) Élodie and Jacques were not equally keen to travel to New Zealand. Explain how you know this, by summarising their views.

Élodie et Jacques n'avaient pas le même désir de voyager en Nouvelle-Zélande. Expliquez comment vous savez cela en résumant leurs opinions.

Élodie: Élodie was initially hesitant to go to New Zealand as she had just gotten a job at a magazine which pleased her enormously. Having studied in Paris, she had had to find a job which hadn't happened easily. Moreover it was hard for her to leave a job which she enjoyed and had worked so hard to get. She also loved Paris ^{as a home} she had however gotten used to the routine of ~~travelling~~ ^{work} job, sleep and wanted a change. In this way Jacques convinced her to leave her friends family and job to go to NZ.

Jacques:

Jacques had proposed they go to NZ to fulfill his dream of taking photos of the rest of the world. Jack was a photographer and had recently lost his job so he and Élodie had more desire to go and less to ~~separate~~ ^{separate} himself from her. ~~from~~ ^{from} ~~not~~ ^{not} going than Élodie. This is why he wanted to go more than her.

- (b) The interviewer remarks that Élodie and Jacques could have applied for a working holiday visa.

L'interviewer remarque qu'Élodie et Jacques auraient pu faire la demande d'un visa vacances-travail.

- (i) Explain the advantages of the working holiday visa.
Expliquez quels sont les avantages du visa vacances-travail.

The possibility of such a visa interested them as it would allow them to live and work in New Zealand. It also presented the opportunity of getting a job in the agricultural industry in New Zealand.

- (ii) Give reasons why they did not apply for this visa.
Donnez des raisons pourquoi ils n'ont pas demandé ce visa.

The visa was not for them. Neither of them had experience in the agriculture industry. Jack is 31 and you must be under 30 to apply for one. On top of that, if anything goes wrong, Élodie doesn't want to lose her job in Paris.

(c) Explain Élodie's motivation for writing the blog, "Le Mieux du Monde".

Expliquez quelle était la motivation pour Élodie d'écrire le blog « le Mieux du Monde ».

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They wanted to use it to record moments of the trip that had dreamed of putting ^{the} beautiful photos that Jacques was going to take and write about online. They hoped that young people in France ~~was~~ could share in their journey and allow them to dream of visiting an exotic country and to inspire them to make that dream come true.

QUESTION THREE

- (a) (i) Explain how Élodie has found her stay in New Zealand.
Expliquez comment Élodie a trouvé son séjour en Nouvelle-Zélande.

Élodie has ~~found~~ found New Zealand to be better ^{still} than they had imagined. She admits ~~that~~ understanding English ~~is~~ still difficult as well as driving on the other side of the road. They haven't had any accidents on the road, despite this. Their friends there less than a year ago to fully appreciate the country. What hit her the most was the kindness of New Zealanders and she thought herself to be so lucky to be in such a place without any hazards.

- (ii) How has this experience changed both Élodie and Jacques?
Comment cette expérience les a-t-elle changés, tous les deux ?

That she says they have become much better at doing without in doing activities and meeting new people. She believes that to know the people is to know the country. //

- (b) Élodie describes how she and Jacques met a New Zealand couple on a beach.
 Élodie décrit comment elle et Jacques ont rencontré un couple néo-zélandais sur une plage.

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- (i) Summarise the elements of her story that show the kindness of New Zealanders.
 Résumez quels éléments de l'histoire montrent la gentillesse des Néo-Zélandais.

One night, shortly after they had arrived in New Zealand, they were walking along a beach when they met a New Zealand couple whom they talked to for half an hour about their trip and answered questions about NZ. They asked if they had ever visited NZ since before and brought them to a bottle of beer from the car to drink while talking and watching the sunset.

- (ii) What other characteristics of New Zealanders could be inferred from Élodie's story?
 Justify your answer with evidence from the text.
 Quels autres traits des Néo-Zélandais pourraient être tirés dans l'anecdote d'Élodie?
 Justifiez votre réponse avec des détails pris du texte.

During her conversation Élodie describes the conversation as quite one-sided, them simply answering questions about their trip and France. Although complemented with an extroverted nature, this suggests a certain openness to new Zealanders.

- (c) Based on what you have heard, do you think that Élodie would like to live permanently in New Zealand?
 D'après ce que vous avez entendu, pensez-vous qu'Élodie puisse vivre définitivement en Nouvelle-Zélande ?

Élodie sees a new quality of life in New Zealand and thinks its countryside is magnificent. She enjoys the tranquility of the country and kindness and honesty of the people. And she could easily see them living there. The only problem for her is the 9000 km distance between the two countries as she finds it difficult to imagine living so far from her friends and family. Therefore unless her parents move there, she would not like to live there permanently.

Merit exemplar 2016

Subject:	French		91543	Total score:	15
Q	Grade score	Annotation			
1	M5	This answer is close to M6. Most information is clearly understood by the candidate and is supported with some detail, but like many candidates there is confusion about the “Tripnco” app being suitable for those who like group travel rather than for those who do not.			
2	M5	This answer is close to M6 as it demonstrates clear understanding of most of the text and some Excellence information is understood, but it lacks supporting details e.g. <i>all young French people can visit an exotic country like this if they do some research and save money.</i>			
3	M5	Some misunderstanding of the initial information e.g. the distance between France and NZ and nuanced details such as <i>they have been given food, drink, and lodging.</i>			