

91118



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SUPERVISOR'S USE ONLY

## Level 2 French, 2017

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

2.00 p.m. Wednesday 29 November 2017  
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 time 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

Achievement

10

ASSESSOR'S USE ONLY

## QUESTION ONE

Remember to support your answers with evidence from the text.

(a) How do you know that Marc is spending too much time doing homework?

As we know that Marc spends a lot of time during the week <sup>working</sup> revising, he spends 6 hours on Saturday and 2 on Sunday. He spends so much time working that he doesn't see his friends until the holidays at which point he is already revising for his next exams //

(b) Why does Marc think that teachers talking to each other more would help?

More believe that if teachers spoke more to each other they would realise that students are too tired to do all the homework they set. He also hopes that they would provide homework that is more useful. //

(c) What sort of homework is effective, according to the experts?

The experts believe that homework that is preferable for the students to do that occupy their minds more & challenge them is more effective. //

(d) What are Marc's TWO hopes regarding his teachers?

Marc's two hopes are that his teachers talk to each other more. And also provide more useful homework. //

## QUESTION TWO

Remember to support your answers with evidence from the text.

- (a) How do you know that Elodie's English improved during her year as an au pair?

Elodie ~~strat~~ <sup>studied</sup> english when she was at school but she struggled to speak it however during her year as an au pair she spoke it lots to the mother every day.

- (b) What qualities do parents look for in an au pair?

Elodie believes that parents look for au pairs who can occupy their children, someone who won't leave or quit the job. They also look for an au pair with independence. Another important part is that the au pair can be both a father and mother figure.

- (c) Describe what Elodie found most difficult during her year as an au pair.

Elodie had many struggles during her year but the most difficult things were staying up late watching t.v when the parents were out late. Also when the parents were away for the weekend to find company.

- (d) How do you know that Elodie's year away has helped her in her current life?

Elodie's year away has helped her with her current life as she says it gave her a lot of courage and also gave her a new experience.

## QUESTION THREE

Remember to support your answers with evidence from the text.

- (a) What are the TWO possible theories explaining the baguette's shape?

Two possible theories explaining the baguette's shape are that someone made bread in the shape of Napoleon's boots <sup>coming Napoleons</sup> for the metro <sup>for the metro</sup> soldiers. Another theory is that the workers of the tunnel <sup>in a tunnel</sup> found a piece of bread that was in the shape of the tunnel and called it a baguette.

- (b) Describe the competition mentioned in the text.

Every year <sup>there</sup> ~~there~~ is a competition where all of the bakers get together to make the best baguette, there are millions of entries and the winner gets to become the president's baker.

- (c) Complete the table below with the numbers from the text.

Approximate weight of a baguette	<del>250g</del> 250g
Approximate length of a baguette	55 - 65 cm
Percentage of French children who eat baguette daily	% 54
Percentage of French teenagers who eat baguette daily	% 68
Percentage of French adults who eat baguette daily	<del>75%</del> 75%

- (d) There are two types of baguette in France – ordinary and traditional. Why might choosing which type to buy be challenging for some people?

The two baguettes have differences in quality this makes it challenging for some people. The traditional baguette is more natural however the ordinary baguette is more artificial.

Achievement exemplar 2017

Q	Grade score	Annotation
1	A4	This candidate has shown some understanding of the text, including many lexical items, and has conveyed the general meaning, but the answer links these ideas in a way that the candidate doesn't display clear understanding. Eg. the text says that Marc only rarely goes out with his friends, <i>even</i> in the holidays, where this candidate has said that "he doesn't see his friends <i>until</i> the holidays". Whilst the answers are not always accurate, the candidate has attempted to write answers that are relevant to the questions. Overall this is a <b>low</b> A4.
2	A3	The candidate has shown understanding of lexical items but misinterpreted their actual meaning to the text eg. "parents look for an au pair who can occupy their children, someone who won't leave or quit the job". Some ideas are accurate eg. "Elodie studied English when she was at school, but she struggled to speak it", "they also look for an au pair with independence". The candidate has not offered any higher level ideas, but has offered just enough evidence to achieve the standard.
3	A3	Many aspects of this answer are simply incorrect, but there are a couple of things that lift the quality of the answer, eg. the winner gets to become the president's baker, and the fact that the candidate has attempted to address the question in part (d), as well as some of the numbers being accurate. Holistically, however, this answer conveys only <b>some</b> of the general meaning.