

91118



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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2

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

Merit
16

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?

Marc ~~does~~ spends too much free time doing homework as he studies from after dinner, after returning from home, until 11 pm. Also, the only day/time he has free time is on Friday evenings. Also, Marc studies for 6 hours on Saturdays and even though he is still young (as he is 16), he doesn't get to spend much time with his friends on Sundays or during the holidays because he has to study for future tests/exams.

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

Marc thinks that teachers talking to each other more would help because at the moment, he thinks that he studies too much and so to a degree he is tired. ~~Thus~~ Therefore, if teachers communicate each other they will be able to give more reasonable homework. For example, if there ~~are~~ ^{is} lots to do for French, the maths teacher can adjust and give less homework so students have more time to do homework.

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

According to experts, it is most effective to review the new things they learn and do activities that help the students learn their preferred way.

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

He hopes that they don't give him homework that is not useful and he hopes they give him less homework. Also, he wants the teachers to communicate between each other.

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 says that when she ~~was~~ was learning English in school, she was shy but now she has improved. She now speaks a lot of English in her everyday life and ~~was not~~ she says that she has made English "her language". Also, she is able to dream in English.

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

Parents ~~that~~ for in order to be an ideal au pair, candidates must be able to deal with children, be nice and kind, and be dependable. Also, they must realise that they will have to meet strangers and be ready to leave their parents.

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

The thing that Elodie found most difficult was talking to the parents. She found it difficult to ask questions like if she could stay in the lounge and watch TV or if she could accompany them when they went out during the weekend. She ~~found that~~ she has to just talk to them. ~~had to learn that~~

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

She has been able to ~~learn~~ to meet different people and has learnt to take risks. Also, she has learnt to become herself / be herself and she now has courage to do her job today.

MS

QUESTION THREE

Remember to support your answers with evidence from the text.

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

One theory states that the baker of Napoleon came up with the shape as it was easier to transport to the soldiers. Another theory states that the baguette was invented along with the creation of the Metro as people who worked on the tunnels found it easier to eat while working in the tunnels.

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

Every year there is a very famous competition where bakers try to produce the best baguette and the winner gets 4000 euros and gets to be the official baker of the president. Also, there are many journalists and Parisians in attendance.

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

Approximate weight of a baguette	250 g to 300 g
Approximate length of a baguette	55cm to 65cm.
Percentage of French children who eat baguette daily	50%
Percentage of French teenagers who eat baguette daily	60%
Percentage of French adults who eat baguette daily	80% 85%

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

Although ordinary baguettes are cheaper than traditional baguettes, the ordinary baguettes have lots of ~~artificial~~ artificial ingredients while traditional baguettes have natural ingredients. Therefore if someone wants to eat healthy, the natural traditional baguette is the right one to eat but it is more expensive.

Merit exemplar 2017

Subject:		French	Standard:		91118	Total score:		16
Q	Grade score	Annotation						
1	M5	This candidate demonstrates a clear understanding of the spoken text, but has missed some of the key excellence level ideas, especially in part (d). The candidate would need to be more accurate to achieve a higher grade, eg. the text states that revision is more effective than learning new content, and that short activities are preferable, but this candidate has interpreted this as it is “most effective to revise new things” and “activities that help students learn their preferred way”. Overall, the candidate has unambiguously communicated some of the meaning.						
2	M5	Again, this candidate demonstrates clear understanding, but lacks the accuracy required for a higher grade, eg. instead of an au pair needing to “like looking after children” this person has said that “candidates must be able to deal with children”, and instead of an au pair needing to be independent, this person has said they must be “dependable”. The candidate has shown understanding of nuance in the text “She had to learn that she has to just talk to them”, however; holistically this is a merit answer.						
3	M6	Although there are higher level ideas eg. “the winner...gets to be the official baker of the President”, and the candidate has attempted to draw a conclusion in part (d) about the health benefits of the traditional baguette with its natural ingredients, this answer would require more detail and accuracy to sit in the Excellence zone. Simple details are incorrect, or missing, therefore holistically this is a merit answer.						