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2

91118



911180



NEW ZEALAND QUALIFICATIONS AUTHORITY
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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

Excellence

24

ASSESSOR'S USE ONLY

QUESTION ONE

ASSESSOR'S
USE ONLY

Remember to support your answers with evidence from the text.

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

Because every week ^{mark} he returns home after school, he ^{has} takes dinner and then studies until 11pm. Friday night is the only ~~time~~ free time he has. He studies/does homework for 6 hours on a Saturday and 2 hours on a Sunday. He rarely goes out with friends, even during the holidays as he has to study for the next exams. Therefore, we can tell he is spending too much time doing homework as it is affecting his personal life & he doesn't have much time to himself.

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

He thinks teachers talking more ^{would} help because, for example, if students have a lot to do in French class, then the math teacher could give them more time to finish their homework and then the French teacher can do the same ~~to~~ when they begin to stress about maths. So they can communicate to ^{extend} ~~lessen~~ deadlines depending on how stressed students are.

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

The experts say that homework is better when it is about revising tasks rather than learning something new. They also say shorter activities are more preferable.

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

He hopes that teachers will begin to give useful homework, rather than ~~giving~~ ^{giving} homework just for the sake of occupying ~~students~~ ^{them}. He also hopes that it will be realised that students have the right to a life outside of school.

E8

QUESTION TWO

ASSESSOR'S
USE ONLY

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?

~~I know she improved~~
 ✓ Because before she left, she had only done English during high school, but was too scared to speak, so she only improved slowly. She also used her hands a lot when speaking, however we know she improved ^{in NZ} as she began to remember English well and she started to speak it like she had been doing it all her life. She even dreamt in English and ~~the~~ ^{long} she felt that the language became hers, to think in and to speak in, therefore this shows an improvement.

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

They look for someone who likes looking after children/caring for kids, if you don't like that then it's hardly worth leaving ^{to do}. They must also have a sense/spirit of independence. They must understand that you have to go overseas alone and you must be ready to leave mum and dad.

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

She found expressing herself and asking difficult questions hard. E.g. When the parents are talking together, does she stay in the lounge and watch tv? When they go away ~~for~~ ^{for the} weekends, does she ask to come too? It is necessary to ^{just} speak, as Elodie says.

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

Her year away has helped her as it has prepared her for her future and boosted her confidence/encouraged her. Elodie says that it was the best/most beautiful year of her life and that she had to meet a lot of different people and take risks. She says that in NZ she became herself ("I became me") and when returning, she knew ~~that~~ what she wanted to do/what job she wanted. Thanks to her trip, she had the courage to dare to do what she is doing. Therefore the trip boosted her life skills and helped her decide on what she wants to do with her life.

e8

QUESTION THREE

ASSESSOR'S
USE ONLY

Remember to support your answers with evidence from the text.

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

One theory is that a legend says the shape of the baguette was invented by Napoleon's (an emperor of France's) baker to make it easier for soldiers to transport / carry bread. Another theory is that it ~~was~~ ^{was} a creation of the metro's workers ^{in the tunnels} who were looking for a bread they could eat ~~as easily~~ ^{that they} & didn't need to cut / prepare before eating, so the baguette was created.

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

There is a competition which is very famous among bakers in Paris, which is held every year in May. They all try to produce the best baguette and please / impress a group of professionals, journalists and Parisians. The winner receives 4000 euros and become the official baker & president for a year.

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

Approximate weight of a baguette	250-300 grams
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	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?

75% of French people prefer to buy ordinary baguettes as they are less expensive than traditional baguettes, however the choice is difficult because though they are less expensive, ordinary baguettes have several artificial ingredients compared to traditional baguettes, which have no more than 4 natural ingredients.

E8

Excellence exemplar 2017

Subject:		French	Standard:	91118	Total score:	24
Q	Grade score	Annotation				
1	E8	The response is detailed across all sections, and the candidate has, in each section, explicitly addressed the question. The Excellence level evidence shows thorough understanding of a wide range of language e.g. "He rarely goes out with friends, even during the holidays", "...hopes that teachers will begin to give useful homework, rather than homework just for the sake of occupying them" and "...it will be realised that students have the right to a life outside of school". All supporting detail is accurate, and some conclusions are drawn.				
2	E8	The candidate has written a detailed and accurate answer showing thorough understanding of the whole text. Ideas in answer are linked e.g. "...but was too scared to speak, so she only improved slowly. She also used her hands a lot when speaking...". The answer is well worded to show that the candidate understands implied meanings. Candidates in this cohort struggled with aspects in parts (a), (b) and (c) of this question, but this candidate's answer is almost word perfect (and therefore a high E8).				
3	E8	This answer contains the supporting detail to demonstrate thorough understanding of the spoken text, e.g. "Napoleon's baker", "workers in the tunnels <i>were looking for...</i> ", "best baguette <i>and please/impress a group of professionals, journalists and Parisians</i> ", "75% of French <i>people prefer to buy</i> ". All numbers are correct (very few candidates understood 75%) and part (d) is answered in a way that it explicitly answers the question about why it might be challenging for some people to choose which type of baguette to buy. Many candidates did not address the question.				