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SUPERVISOR'S USE ONLY

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91967



Draw a cross through the box (☒) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## Level 1 French 2024

### 91967 Demonstrate understanding of spoken French related to everyday contexts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of spoken French related to everyday contexts.	Demonstrate sound understanding of spoken French related to everyday contexts.	Demonstrate thorough understanding of spoken French related to everyday contexts.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

**You should attempt ALL the questions in this booklet.**

Answer in your choice of English or te reo Māori.

Each of the questions in this assessment requires you to listen to a passage in French. You will hear each passage four times:

- The first time, you will hear it as a whole.
- The second, third, and fourth times, you will hear it in sections, with a pause after each.
- As you listen, you may make notes in the space provided.
- Before the passage begins, you will have 30 seconds to read the question.
- Once the passage has finished, you will have time to review your answers.

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.

Do not write in the margins (//////). This area will be cut off when the booklet is marked.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

**Achievement**

**TOTAL 11**

## Page 1

Answer in your choice of English and / or te reo Māori.

Make sure the exam supervisor has supplied note-taking paper.

### INSTRUCTIONS

Each of the questions in this assessment requires you to listen to a passage in French. You may listen to each passage four times using the audio player. The first reading is of the entire passage, and the second, third, and fourth readings split the passage into sections. **Each can be played ONCE only.** You may begin listening whenever you choose.

### FIRST PASSAGE: *Un jeune français à Wellington* (A young French boy in Wellington)

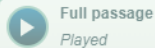
Paul is taking part in a school exchange in Wellington. He leaves a message for one of his friends in France. Refer to the passage in your answer to Question One.

#### AUDIO PLAYER: First Passage

Read the question before you begin listening to the passage.

**Each section can be played ONCE only, and cannot be paused or stopped.**

#### FIRST READING



#### SECOND READING



#### LISTENING NOTES

Hi im visting new zealand so sholaire

this weekend we are going to visit a museum it is very interesting del vous listr terrace

so decrire activity le scholaire terrace du port cetait genile apres at a tale

hello donc ge to decrire qule activity du scholaire

eat prend le norrutiture cinq cur parjour et line se norrutiture canten dejun c beacoup  
cinq cour parjour prof demande ordinateuar pardon my cour on france cateen aver coupon ici quinzter fair des activity leceloe alors aller a pied  
5 teahcer demande computer gen i like les cours in france the cateen lunch scholare lots finish mall close to school  
teach demande i like canteen dejuner copain lots of school finish 3  
walk prefer magazine

**QUESTION ONE**

(a) Why is Paul leaving a message?

B I U     

Paul is leaving a message so that he can describe to his friend the activities he is doing in wellington as a student.

(b) Complete Paul's friend's notes about activities in Wellington.

**Activity**

B I U     

Went to visit the musuem in the weekend.  
Went to a big park.  
Ate food at a small place by the port

**Details**

B I U     

It was very interesting.  
Went for a walk around it.  
It was very yummy.

(c) Does Paul find the school experience in Wellington similar to his school life in France? Justify your answer with evidence from the text.

B I U     

He finds it different the teachers asks him to do work on computers and he prefers the classes back in france. School ends at 3 and the mall is close to the school and he likes walking around the shops after school. At the cateen for lunch they serve mushrooms.

## Page 2

### SECOND PASSAGE: *Une sortie scolaire* (A school trip)

A French teacher in New Zealand is sharing some important information with the class. Refer to the passage in your answer to Question Two.

#### Glossed vocabulary

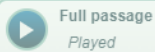
apporter      to bring  
en plein air    outdoor

#### AUDIO PLAYER: Second Passage

Read the question before you begin listening to the passage.

**Each section can be played ONCE only, and cannot be paused or stopped.**

##### FIRST READING

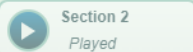


Full passage  
Played

##### SECOND READING



Section 1  
Played

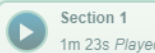


Section 2  
Played



Section 3  
Played

##### THIRD READING



Section 1  
1m 23s Played

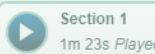


Section 2  
46s Played



Section 3  
Played

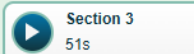
##### FOURTH READING



Section 1  
1m 23s Played



Section 2  
46s Played



Section 3  
51s

#### LISTENING NOTES

bonjour tu la monde comment paul retourner en france  
semaine

5 dollar please buy demain petite cadeau for paul  
aussi faire un sortir avec mecredi ecole midi pour aller on  
grand piscine il y a table

achete buy lunch sandwich comment des et aussi grand  
beauter sun block

bring buy lunch tu la monde bulangreai

If the day is beautiful take the bus to the outdoor pool  
bring buy lunch tu la monde bulangreai

If the day is beautiful take the bus to the outdoor pool

bring hat

sil fait beau a prend la bus pool outdoor prefere a picnic  
buy lunch at the boulangrie sandwich cheese small cake  
apple bannana chapeau si reste aller ecole watch a film  
after lunch play volley ball in the gym bring short and t  
shirt and sport shoes

sil pleaut stay at school eat lunch as a class vous  
regarde de metteo de mercerrdi  
watch metteo wednesday morning

**QUESTION TWO**

(a) Why is the teacher making this announcement?

**B I U** ☰ ▾ ☰ ▾ ↶ ↷ ?

Paul will be returning to france and they are going to have a going away party for him because it is his last week.

(b) Fill in the table below as if you were a student writing notes about the trip.

**SCHOOL TRIP**

Day:

**Fine weather****Wet weather**

**Activities:**

	<b>Fine weather</b>	<b>Wet weather</b>
<b>Activities:</b>	<p><b>B I U</b> ☰ ▾ ☰ ▾ ↶ ↷ ?</p> <p>Take the bus to a big outdoor pool and for lunch have a picnic at the table</p>	<p><b>B I U</b> ☰ ▾ ☰ ▾ ↶ ↷ ?</p> <p>Watching a film in class and after lunch playing volleyball in the gym</p>

**I need to bring:**

<b>I need to bring:</b>	<p><b>B I U</b> ☰ ▾ ☰ ▾ ↶ ↷ ?</p> <p>\$5 dollars and a hat as well as sunscreen for the pool and swimming trunks and picnic lunch such as cheese sandwich</p>	<p><b>B I U</b> ☰ ▾ ☰ ▾ ↶ ↷ ?</p> <p>Bring t-shirt, shorts and sport shoes</p>
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**Other information:**

**B I U** ☰ ▾ ☰ ▾ ↶ ↷ ?

Bring \$5 dollars so they can buy a small gift for paul. If weather is good they can buy a cheese sandwich from the butcher and they can have a small bit of cake and also some apples or bannanas. They will take the bus to the pool at midday. If the weather is bad they will eat lunch together as a class.

## Page 3

### THIRD PASSAGE: *Un nouveau sport (A new sport)*

Paul has returned to France and calls his Kiwi friend, Marama, to share some exciting news. Refer to the passage in your answer to Question Three.

### Glossed vocabulary

le Maroc    Morocco

#### AUDIO PLAYER: Third Passage

Read the question before you begin listening to the passage.

**Each section can be played ONCE only, and cannot be paused or stopped.**

##### FIRST READING

Full passage  
Played

##### SECOND READING

Section 1  
Played

Section 2  
Played

##### THIRD READING

Section 1  
1m 5s Played

Section 2  
56s Played

##### FOURTH READING

Section 1  
1m 5s Played

Section 2  
56s Played

#### LISTENING NOTES

hi marama you well yes jai fais du breakdance jadore ce  
tu is it popular is france yes it is it was in the olympics  
lots of

commence du faire du breakdance i love it

and plus en francais parce que la ganger

very interesting it looks difficult je pense que

bboy sami courage becaoucp travaille brings p

### QUESTION THREE

(a) What news does Paul share with Marama?

B I U     

Paul asks Marama is she is doing well and she responds yes how are doing Paul say super. He then tells her he has been learning how to breakdance and that he loves it. He asks if Marama can breakdance she says no and asks if its popular in france he says yes it is.

(b) Why is breakdancing popular in France?

B I U     

Breakdancing is popular in France because of the the breakdancing from the olympics and plus Bboy Sami is very important in the breakdancing community there because he runs competitions and helps with the sport.

(c) How is Bboy Sami a good role model for young people? Support your answer with evidence from the text.

B I U     

Marama says it is very interesting and that it looks really difficult and paul tells her about Bboy Sami and that he thinks he is a role model because of what he did.

Bboy Sami was born in Morocco and came to france at 15 to break dance and his passion and courage along with lots of work led him to the success he now has this gives young people a role model that you can acheive your dreams

## Achievement

**Subject:** French

**Standard:** 91967

**Total score:** 11

Q	Grade score	Marker commentary
One	A3	<p>The candidate showed some general understanding of the passage, despite some inconsistencies. There was some sense of understanding of Paul's purpose for leaving a message.</p> <p>The candidate correctly identified some activities that Paul did in Wellington (go to the museum, go to a park), and they included one or two basic details (it was interesting, went for a walk). The candidate did not include information about watching birds being fed at the park and noted down some incorrect information. However, this did not preclude the candidate from showing general overall understanding.</p> <p>The candidate identified some differences in school life between Aotearoa New Zealand and France, such as when school days finishes, being able to go shopping close to school, and working on the computer. Several details were missed and some details were inaccurate (like eating mushrooms at the canteen).</p> <p>For a more secure grade, the candidate would need to show their understanding of the passage through more correct information about some basic details in the passage.</p>
Two	A4	<p>The candidate showed general understanding of the text.</p> <p>The candidate correctly identified the context of the passage and showed understanding of most nouns associated with what the character needed to bring on Wednesday depending on the weather.</p> <p>However, the candidate missed nuances, such as the fact that the teacher will supply sunscreen and goods from the bakery, meaning they were not yet demonstrating a clear understanding of the passage.</p>
Three	A4	<p>The candidate showed general understanding of the passage. The candidate correctly identified that Paul had started breakdancing and loves it, but did not identify the reasons Paul started the sport.</p> <p>The candidate correctly identified that breakdancing was in the Olympics and that Bboy Sami was an important factor in its popularity, but missed most of the supporting details from the passage.</p> <p>The candidate correctly identified that Bboy Sami left Morocco for France at age 15 to do breakdancing. In Q3(c), the candidate was beginning to show clear understanding of the passage, but there would need to be more evidence of this supporting detail, especially in Q3(a) and (b), to award this response a Merit.</p>