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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.

Excellence

TOTAL 21

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)

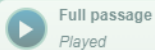
Paul is taking part in a school exchange in Wellington. He leaves a message for one of his friends in France. Refer to the passage in your answer to Question One.

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



Full passage
Played

SECOND READING



Section 1
Played



Section 2
Played

THIRD READING



Section 1
Played



Section 2
Played

FOURTH READING



Section 1
Played



Section 2
Played

LISTENING NOTES

Hi friends, I know you want to visit NZ. So I am writing to you about the school life. Weened, We visited a museum. I learned things interesting about the history of the country and the ground. It was so cool. After the park at the weekend, we took a walk.

Smart.

5 classes a day, sometimes teacher does quizzes. I never to that during French class, there is no canteen. Eat on the round table tables. Short day.

5 hr, time for activities.

Near City center after the city, go to shops.

Different to countryside schools.

I hope that you are well.

QUESTION ONE

(a) Why is Paul leaving a message?

B I U

Paul is leaving a message about the activities he does and his school life in Wellington, New Zealand because he knows that his friends in France is to visiting New Zealand soon.

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

Activity	Details
<p>B I U ☰ ▾ ☰ ▾ ↶ ↷ ?</p> <ol style="list-style-type: none"> 1. In the weekend, they went to the museum. 2. After that they went to a park. 	<p>B I U ☰ ▾ ☰ ▾ ↶ ↷ ?</p> <ol style="list-style-type: none"> 1. Paul learnt interesting much things about the history of the country and the street that has a beautiful view at the port. Paul thought that it was so amazing. 2. After that, Paul went to the park and took a walk there on the path. Then, a man who is working there gave him a bird, which Paul thought was very clever because it was able to open a small door to get food for itself.

(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 ☰ ▾ ☰ ▾ ↶ ↷ ?

Paul finds the Senior high school experience in Wellington different to his school life in France. The first reason is that the school day is shorter and they only have 5 classes a day. Sometimes, the teachers ask them to do quizzes which the students will do on their computers, but in France Paul has never done that in his classes. Also, there is no canteen, the students in New Zealand eat on the ground with their friends. This contrasts with the lunch culture in

(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 ☰ ▾ ☰ ▾ ↶ ↷ ?

Paul finds the Senior high school experience in Wellington different to his school life in France. The first reason is that the school day is shorter and they only have 5 classes a day. Sometimes, the teachers ask them to do quizzes which the students will do on their computers, but in France Paul has never done that in his classes. Also, there is no canteen, the students in New Zealand eat on the ground with their friends. This contrasts with the lunch culture in France, where students are allowed to go home and eat, or they can have their meal in the canteen. Moreover, since New Zealand Senior high schools finishes at 3pm, students have time to do things after-school, for Paul he walks to the shops in the city centre because it is near by his school. Lastly, Paul ends the message by saying that he thinks that the school experience in Wellington is very different from his school in the countryside of France. Overall, considering all the evidence from the text, it is safe to say the Paul finds the New Zealand school experience different to his school life in France.

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

Section 2
46s

Section 3
51s

LISTENING NOTES

Hi everyone, Cam back last weel.

Bring a tickey for 5 dollar becuase i need to buy a gift for Paul. We will also do a trip with him on Wendnesday next day at school. Take the bus to go to the big ppol to have fun. Afternoon spend tmie there, there is a table for picnic. I will buy lunch for all at the bakery. I already ordered cheese snadwhic and cake. We wil also have appkes and banan. I have a big box of creme bullr. If you can. We will stay in school, We will have lunch in the classroom we will watch a firm about the memory. After lucnh, we will pkay colley in the gum, soit is nessesary to bring shorts, thisrt and shoes sports, You could look uip the waether forecast on WEd morning au tour

Paul is returning to France at the end of this week. Bring five dollar tomoorw please becuase iwant to buy a gift for him. We will also make a leaving with him Wednesday.

QUESTION TWO

(a) Why is the teacher making this announcement?

B I U

The teacher is making this announcement because Paul is returning to France at the end of the week, the teacher wants to make Paul feel welcome so she plans to have a school trip when he comes back.

(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 I U

If the weather is good, we will take the bus to a big outdoor pool. We will spend afternoon there and there is a table where we can do a picnic. So, we will have lunch there too. I don't need to pack any lunch because the teacher will buy us lunch from the bakery. She already ordered cheese sandwiches and a small cake. There will also be

B I U

If it rains, we will remain at school, indoors. We will have lunch in the classroom and watch a film at the same time. After that we will play volleyball in the gym.

I need to bring:

B I U

- Things for the swimming pool, this can be togs, rash shirt, goggles, toiletries,
- Hat
- Water

B I U

- shorts
- t-shirt
- sports shoes.

Other information:

B I U

- The teacher has asked us to bring 5 dollars each because she wants to buy a gift for Paul.
- We were also encouraged to check the weather forecast on Wednesday morning to know about the plan for that day and decide what we will bring.

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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



Section 2
56s Played

FOURTH READING



Section 1
1m 5s Played



Section 2
56s

LISTENING NOTES

Hi Marama, hwo r u.
I am good and you
Im good, super, I just begain to breakdance.
I love it, you know?breakdance?
But I never donw it , but i knwo about tit.
This is the first year th
Big boi sammi, well known becuase he had a lot of
importnat comsp
Now, majy youg ppol like breakdance.
hard? Yes
Big Boi sammi said that you need to have courage and
hardworkding. He left Moroc at 15 to contineu his dream.
Has passion. Dacne helped him a lot hwn he is sad.

QUESTION THREE

(a) What news does Paul share with Marama?

B I U     

Paul shares his new breakdance journey with Marama. Paul had just began to breakdance because he saw many young people in Paris doing it and he wants to try it our, right now he absolutely loves it. He asks Marama whether she has done or know about this new arising activity. Marama says that she has never done it but she knows about it. Paul also shares that 2024 is the first time where breakdancing is a part of the Olympics. He shares about how Bboy Sami is a big influence in the breakdance industry in France and mentions aspects about his journey to success. Overall, from the message we know that Paul shares an exciting new about his recent love for breakdancing and how he was motivated to try this out. It can be observed that Paul does break dancing because he saw others his age doing it and he feels influenced by Bboy Sammie's story.

(b) Why is breakdancing popular in France?

B I U     

Breakdancing is popular in France because of a couple of reasons. Firstly, the Olympics 2024 is held in Paris, France and this year is the first year where break dancing is being included as a competative sport. This perhaps had an effect on the popularity of breakdancing in France as more French people, especially those in Paris would be able to go and watch the Olympics since it is held in the country. This allowed them to have more opportunities to have insight into this new sport. Paul mentions a well known French breakdancer, Bboy Sami. He mentions how Bboy Sami is well known because he has won many important competitions in breakdancing. Right now, breakdancing is popular in France and especially amongst young people. In summary, with the help of media and other influences like Bboy Sami, breakdancing has held a significant raise in popularity in France.

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

B I U     

Bboy Sami can be seen as a good role model for young people like Paul. This is done through understanding his story to success in the breakdancing industry. Bboy Sami, born in Morrocco left his homeland at the young age of 15. He left because he wanted to pursue his breakdancing dream in France. Bboy Sami said that to success, there must be courage and hard-work put into your work. For him, breakdancing is an emotional support, as it cheers him up whenever he feels sad. For young people, Bboy Sami is such an insightful figure to look up to because he reminds each of them to never feel too young to chase their dreams. His story reveals that if one is really passionate about something, they are willing to leave whatever they have and go after that one goal. Amongst all the positive aspects in his story, Bboy Sammie also teaches young people how to cope with hardship during their journey towards their goal, since Bboy Sami would have endured lots of challenges along his way. Through the way he sees breakdancing as his mental support, he shows that one must never treat their work like a chore or a burden, instead it is important to feel connected to one's work, as if they are one person. That way, if difficulties come along, it is less depressing to overcome the hardship.

In conclusion, Bboy Sami is a wonderful role model for young people as his history to success involved aspects that are relatable to young people and give insight into what it really means to love what you do.

Excellence

Subject: French

Standard: 91967

Total score: 21

Q	Grade score	Marker commentary
One	E7	<p>The candidate demonstrated a thorough understanding of this passage. The candidate correctly identified Paul's purpose in leaving a message to their friend, including the fact that Paul's friend was soon going to visit the country.</p> <p>The candidate identified almost all the information about the activities that Paul had done in Wellington, including supporting evidence. The candidate made a mistake by saying that the worker gave Paul a bird, but they did correctly identify that the birds open a small door to feed.</p> <p>The candidate used almost all the last part of the passage to identify a range of differences between school life in Aotearoa New Zealand and France.</p> <p>For a more secure Excellence, the candidate would need to communicate the more difficult information (i.e. feeding the bird) more unambiguously and could further elaborate on the purpose of leaving a message (i.e. because Paul knew his friend was visiting soon, he therefore wanted to let him know what to expect).</p>
Two	E7	<p>The candidate demonstrated thorough understanding of this passage. The candidate identified the teacher's purpose for talking to the students.</p> <p>The candidate demonstrated thorough understanding of what the students will do and what they would need to bring, dependent on the weather. This included more difficult supporting information (tables around the pool, eating lunch while watching a movie, what the teacher will provide, and to watch the weather forecast).</p> <p>For a more secure Excellence, the candidate would need to communicate the teacher's purpose more accurately, as they made a mistake when they stated that the event was for Paul's return.</p>
Three	E7	<p>The candidate demonstrated thorough understanding of this passage. The candidate correctly identified that Paul had started breakdancing after seeing young people in France do it and wanted to try it himself. The candidate included information in Q3(a) that was not needed as they repeated it later, but this was not something the candidate was penalised for.</p> <p>The candidate then successfully linked the popularity of breakdancing in France to its debut at the Paris Olympics and the emergence of Bboy Sami, using all the relevant details from the passage.</p>

		<p>The candidate used almost all of the last part of the passage to justify why Bboy Sami was a good role model, including moving to France from Morocco at age 15 to pursue breakdancing, which showed courage and hard work, and the fact that it helped him when he was sad, meaning it could be good for mental health.</p> <p>The candidate successfully interpreted implied information to support their response, always connecting this to evidence from the passage. For a more secure Excellence, the candidate would need to use more evidence from the passage, such as Bboy Sami liking to share his passion for the sport as evidence for him being a good role model.</p>
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