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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.

Merit

TOTAL 16

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)

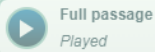
Paul is taking part in a school exchange in Wellington. He leaves a message for one of his friends in France. Refer to the passage in your answer to Question One.

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

so I decrir quelz activity and la vie scolaire. the weekend we visited the museum, j'ai appris plan te interesting. de terrasese belle vu du port. it was great. after big park, hills, on y a faire promenade chemin. travaille, donne au manger au zoiau. petite port. take food. ils sont tres intelligent.

lycee cinq cour la prof demands a quiz on the computer. je ne jamias faire ca pendant me cour en france. cinq cour par jour. there is not a canteen, dejun avec la cpain. very short here .fini a quinze heure. time for activities. after school the town center on foot pour faire la magizan with my friends. ce vraiment different scolaire. i hope you are well .

QUESTION ONE

(a) Why is Paul leaving a message?

B *I* U

Because he is in Wellington and wants to send a message to his friend in France about the school life in Wellington and the activites in Wellington.

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

Activity	Details
<p>B <i>I</i> <u>U</u> ☰ ▾ ☷ ▾ ↶ ↷ ?</p> <ol style="list-style-type: none"> 1. Museum 2. Big Park 3. Food 	<p>B <i>I</i> <u>U</u> ☰ ▾ ☷ ▾ ↶ ↷ ?</p> <ol style="list-style-type: none"> 1. In the weekend he went to the museum, he found it interesting. There was a terrace where you could look out from and see the beautiful port. He thought it was great. 2. After the museum he went to a big park with hills. He walked through the park on the paths. 3. At a small port you could take food and eat it.

(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 thinks that the school life in Wellington is very different to school life in France. The teacher makes them do a quiz on their computers. He has never done that before. There isn't a canteen so he finds somewhere to sit and eat lunch with his friends. The school days are very short, they finish at 3pm. This leaves lots of time to do activities after school. For example, he goes to the town center on foot and goes shopping with his friends. School is really different in Wellington than it is in France.

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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
Played

Section 3
Played

FOURTH READING

Section 1
1m 23s Played

Section 2
46s Played

Section 3
51s Played

LISTENING NOTES

paul will return en france a la fin de la semaine apporter cinq demain al. apporter a demain. parce que acheter un petit cadeau pour paul. on va aussi faire sortie avec lui mercredi sont dernier jour a l'ecole. If the weather is good they will take the bus at mid-day and go to a big outdoor pool. on va passer l'après midi la bar. il y a table tout la piscine on peut faire on pour faire la picnic.

I bought lunch from the bakery for everyone, I already asked for cheese sandwiches and a small cake, also some apples and some bananas. I have a big bottle of sunscreen but you must bring these things to the pool; a hat and some water.

If the weather is bad they will stay at school, eat lunch in the classroom while watching a movie. After lunch they will play volleyball in the gym so bring shorts and a t-shirt and shoes you can play sport in. watch the matéo

QUESTION TWO

(a) Why is the teacher making this announcement?

B I U     

Because Paul is returning from his trip and she would like them to bring \$5 tomorrow so she can buy a present for Paul. Also because they will be going on a school trip next Wednesday for the last day of school if the weather is good, otherwise they will stay at school and do something fun at school instead.

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

SCHOOL TRIP

	Fine weather	Wet weather
Activities:	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px;"> <div style="border-bottom: 1px solid #ccc; padding-bottom: 5px;"> B I U </div> <p>If the weather is good we will take the bus at mid-day and go to a big outdoor pool. We will spend the afternoon there. There are tables around the pool so we will have a picnic for lunch.</p> </div>	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px;"> <div style="border-bottom: 1px solid #ccc; padding-bottom: 5px;"> B I U </div> <p>If it is raining we will stay at school and eat lunch in the classroom while watching a movie. After lunch we will play volleyball in the gym.</p> </div>
I need to bring:	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px;"> <div style="border-bottom: 1px solid #ccc; padding-bottom: 5px;"> B I U </div> <p>A hat and some water.</p> </div>	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px;"> <div style="border-bottom: 1px solid #ccc; padding-bottom: 5px;"> B I U </div> <p>Shorts, a t-shirt and shoes I can play sport in.</p> </div>
Other information:	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px;"> <div style="border-bottom: 1px solid #ccc; padding-bottom: 5px;"> B I U </div> <p>My teacher will buy lunch from the bakery for everyone, She has already ordered cheese sandwiches and a small cake, also some apples and some bannanas. She has a big bottle of sunscreen that she will bring, so we don't need to bring any sunscreen. If it's raining the movie we will watch is "Matteo".</p> </div>	

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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

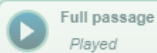
le Maroc Morocco

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
1m 5s 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

I have started to breakdance i have seen some young around paris who are fans. I love it. This year is the first time breakdance is in the Olympics. There is a french competitor called Bboy Sami bein conu. parce que beaucoup important competition now beaucoup du jeanne aime le breakdance en france.

I think, qu tu a raisson. Bboy Sami a di con doit tu courage beaucoup travaille pour raissaer. il la qui te la maroc a l'age de quinze ans. on faire de breakdance pour france. Bboy Sami passione pour cette dance. dance la aide beaucoup la triste.

How is Bboy Sami a good role model for young people?

QUESTION THREE

(a) What news does Paul share with Marama?

B *I* U     

He has started to breakdance because he has seen people around Paris who do it. He loves it.

(b) Why is breakdancing popular in France?

B *I* U     

Breakdancing has become very popular in France because this is the first year it is in the Olympics and there is a french competitor who is very good called Bboy Sami.

(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 is a good role model because worked really hard to be a good breakdancer, this shows younger people that it pays off to work hard at your dreams and you can be who you want to be, this will inspire them to work hard. Bboy Sami is very passionate about breakdancing, this shows young people that if they have a passion they should follow that passion because it could lead to great things just like his did, he ended up in the Olympics.

Merit

Subject: French

Standard: 91967

Total score: 16

Q	Grade score	Marker commentary
One	M5	<p>The candidate showed clear understanding of the passage by correctly using supporting details from the passage as evidence, despite some inconsistencies.</p> <p>The candidate identified most of Paul's purpose for leaving a message to their friend, although they missed that it was because their friend will soon visit Aotearoa New Zealand.</p> <p>The candidate also correctly identified two activities that Paul did in Wellington and provided some of the supporting details as evidence (the terrace with the view of the port, walking through hills with paths).</p> <p>The candidate included some good supporting detail about the differences in school life between France and Aotearoa New Zealand (including doing quizzes on their computers, there being no school canteen, the length of the school day, and being able to go shopping after all). Most, but not all, of the relevant supporting details were correctly included as evidence.</p> <p>The candidate did not show that they accurately understood any information about the birds being fed. However, this did not preclude them from getting a Merit overall as there was sufficient evidence from across the passage to show that they had a clear understanding of the passage.</p>
Two	M6	<p>The candidate showed clear understanding of this passage. Despite some confusion over whether Paul was returning to or leaving the country, the candidate demonstrated they understood the purpose of the teacher's speech to the students.</p> <p>The candidate demonstrated an understanding that what they will do and what they would need to bring is dependent on the weather. This included some more difficult supporting information (tables around the pool, eating lunch while watching a movie).</p> <p>The candidate also understood that it was the teacher who will provide the sunscreen, bakery goods, and fruit.</p> <p>Despite a couple of errors, the candidate showed clear understanding of the passage. To move towards an Excellence, thorough understanding of the passage may include a clearer understanding of the purpose of the passage, and clearer understanding of extra instructions, such as looking out for the weather.</p>

Three	M5	<p>The candidate showed some clear understanding of this passage. The candidate correctly identified that Paul had started breakdancing after seeing people in France doing it.</p> <p>The candidate correctly linked the popularity of breakdancing to its first appearance in the Olympic Games. The candidate mentioned Bboy Sami but missed supporting evidence, such as him having won important competitions. The candidate identified Bboy Sami's hard work and passion as reasons for him being a positive role model.</p> <p>Overall, there was enough supporting detail from the passage to show clear understanding. For a more secure Merit grade, the candidate would need to provide further supporting detail from the passage, particularly with regard to Bboy Sami's backstory.</p>
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