

SUPERVISOR'S USE ONLY

91121



Level 2 French, 2016

91121 Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters

9.30 a.m. Monday 28 November 2016 Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters.	Demonstrate clear understanding of a variety of written and/or visual French text(s) on familiar matters.	Demonstrate thorough understanding of a variety of written and/or visual French text(s) 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.

Pull out Resource Booklet 91121R from the centre of this booklet.

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 2–11 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

FIRST TEXT: Les livres de coloriage/Colouring books

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Read the text on page 3 of the resource booklet. Use it to answer Question One. Answer the question in your choice of English, te reo Māori, and/or French.

Remember to support your answers with evidence from the text.

QUESTION ONE

nonular are colouring books in France?
popular are colouring books in France? ui montre la popularité des livres de coloriage en France

(c) Using EITHER Jérôme's OR Céline's opinions, complete this information sheet explaining why colouring may help Year 12 New Zealand students, especially at exam time. En utilisant les opinions de soit Jérôme soit Céline, complétez cette fiche d'informations en expliquant pourquoi le coloriage pourrait aider les élèves néo-zélandais, surtout au moment des examens.

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<u></u>	
Colour in to decrease your stress levels! Colorier pour éviter le stress!	
Why? Because / Pourquoi? Parce que	
1.	

SECOND TEXT: Quelles langues vas-tu apprendre? Which languages are you going to learn?

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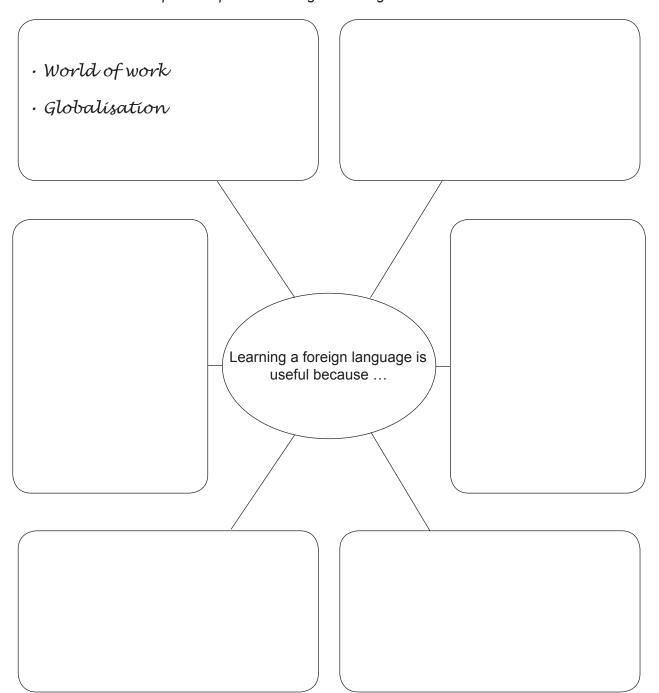
Read the text on pages 4 and 5 of the resource booklet. Use it to answer Question Two. Answer the question in your choice of English, te reo Māori, and/or French.

Remember to support your answers with evidence from the text.

QUESTION TWO

- (a) Fill in the diagrams using key ideas/words from the text. Write one idea in each box. The first one has been completed for you as an example. Remplissez ces boîtes en vous servant des mots clés du texte. Écrivez une idée dans chaque boîte, la première étant un exemple.
 - (i) Reasons why learning a foreign language is useful.

 Les raisons pour lesquelles les langues étrangères sont utiles.



(ii)	The best techniques for learning a foreign language. Les meilleures techniques pour apprendre une langue étrangère.	ASSESSOR'S USE ONLY
	The best techniques for learning	
	foreign languages are	

Question Two continues on the following page

Choose ONE reason why students find foreign languages useful. Explain in detail, using information from the text to justify your answer. Choisissez UNE raison pour laquelle les élèves trouvent les langues utiles. Donnez des détails. Servez-vous des informations du texte pour justifier votre réponse.	
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(c)	Which student do you find the most passionate about his or her ideas? Explain why, referring to both the ideas and the language used to express them. Use information from the text to justify your answer. A votre avis, quel élève semble le plus passionné par ses idées? Expliquez pourquoi, en faisant référence aux idées et au langage qu'il/elle utilise pour les exprimer. Servez-vous	ASSESSOR'S
	des informations du texte pour justifier votre réponse.	

THIRD TEXT: *Un menu végétarien à la cantine*A vegetarian menu in the cafeteria

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Read the text on pages 6 and 7 of the resource booklet. Use it to answer Question Three. Answer the question in your choice of English, te reo Māori, and/or French.

Remember to support your answers with evidence from the text.

QUESTION THREE

Explain how	r including pork on the men	u is problematic for s	ome students.	
	v including pork on the men			lèves
				lèves
				lève
				lèves

groupes impliqués.		

QUESTION NUMBER	1	Write the	e if required umber(s) if a		ASSESSOR'S USE ONLY
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	I	Extra space if required. Write the question number(s) if applicable.	ASSESSOR USE ONLY	₹'S Y
QUESTION NUMBER				
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