

French 12
January 2001 Provincial Examination
ANSWER KEY / SCORING GUIDE

- Topics:** 1. Linguistic Competency Component
2. Reading Component
3. Written Component

Multiple Choice

Q	K	C	S	T	Q	K	C	S	T
1.	A	U	1	1	15.	C	U	1	2
2.	B	U	1	1	16.	D	U	1	2
3.	C	U	1	1	17.	B	U	1	2
4.	B	U	1	1	18.	C	U	1	2
5.	D	U	1	1	19.	B	H	1	2
6.	C	U	1	1					
7.	C	U	1	1	20.	C	U	1	2
8.	C	U	1	1	21.	A	U	1	2
9.	D	U	1	1	22.	B	K	1	2
10.	C	U	1	1	23.	C	U	1	2
					24.	C	U	1	2
11.	C	U	1	2	25.	D	U	1	2
12.	C	U	1	2	26.	C	U	1	2
13.	D	U	1	2	27.	B	U	1	2
14.	C	U	1	2	28.	C	U	1	2

Multiple Choice = 28 marks

Written Response

Q	B	C	S	T	Q	B	C	S	T
1.	1	U	1	2	8.	8	K	2	2
2.	2	K	1	2	9.	9	K	2	2
3.	3	K	1	2	10.	10	K	1	2
4.	4	U	1	2	11.	11	K	2	2
5.	5	K	1	2	12.	12	H	24	3
6.	6	K	1	2	13.	13	H	24	3
7.	7	U	1	2					

Written Response = 62 marks

Multiple Choice = 28 (28 questions)

Written Response = 62 (13 questions)

EXAMINATION TOTAL = 90 marks

LEGEND:

Q = Question Number

C = Cognitive Level

T = Topic

K = Keyed Response

S = Score

B = Score Box Number

SECTION 3 – AUTHENTIC DOCUMENT A

Value: 7 marks

Suggested Time: 5 minutes

INSTRUCTIONS: Read the following article and answer questions 1 to 7 in **English**. Your answers must be based on the article. Complete sentences are not required.



Pour éviter **les cauchemars au resto**

L'un renverse son verre de jus, l'autre échappe de la nourriture sur la table, ils se mettent à courir partout... De vrais petits diables! *À l'aide!*

Avant de partir

- **Être en forme.** Si les enfants sont de mauvaise humeur, mieux vaut se faire livrer une pizza!
- **Choisir le bon resto.** Un menu pour enfants est signe qu'ils sont bienvenus; de plus, ces menus adaptés à leurs goûts sont économiques.
- **Téléphoner avant** pour retenir vos places et, au besoin, une chaise haute ou un siège d'appoint.
- **Choisir le bon moment.** On amène un bébé (dans son siège d'auto) à l'heure du lait qui précède un dodo, afin qu'il dorme pendant le repas.

Une fois au resto

- **Si on doit faire la queue,** mieux vaut qu'un des parents attende à l'intérieur pendant que l'autre va marcher dehors avec les enfants.
- **Choisir la table** selon vos besoins. S'assurer qu'il y a assez d'espace pour la chaise haute, au besoin, et choisir une table près d'une fenêtre (n'importe quel centre d'intérêt, par exemple). Si possible, choisir la table avec banquettes et installer les enfants au fond de façon à les empêcher de courir partout!

- **Si ça tourne mal...** rentrez à la maison. Rien ne sert de s'entêter. Votre soirée serait horrible de toute façon et vous risqueriez de gâcher en plus celle de vos voisins de table!

Pour les faire patienter

- Les intégrer à vos conversations. C'est quand ils s'ennuient que les enfants font des bêtises...
- Si un petit manifeste de l'impatience, sortir votre trousse d'urgence et lui proposer de dessiner ou de jouer avec vous. Si ça ne fonctionne pas, faire une petite promenade à l'extérieur.

Mieux vaut prévenir...

Un petit truc pour préparer les enfants : jouer « au resto » à la maison. Ils prennent la commande (on leur donne un petit carnet), font semblant de servir les plats et vous apportent l'addition. C'est l'occasion de leur enseigner à bien se tenir à table. Leur expliquer qu'ils doivent parler poliment au garçon, manger proprement, etc.

Louise Gaboury, *Coup de Pouce*, mars 1997 (version adaptée)

1. When should you **not** bring children to a restaurant? **(1 mark)**

Response:

When they are in a bad mood, cranky, grumpy.

2. According to the article, what indicates that young children are welcome at the restaurant? **(1 mark)**

Response:

A menu for children.

3. When is a good time to take a very young child out to a restaurant? **(1 mark)**

Response: *(Any one of the following)*

- **before a nap**
- **at feeding time**

4. What is suggested that parents do when there is a line-up? **(1 mark)**

Response:

That one person stay in line and the other take the children for a stroll.

5. What **two** pieces of advice are given to help parents select the right table? **(1 mark)**

Response: *(Two of the following)*

If possible, select

- **a table with room for a highchair.**
- **a table near a window.**
- **a booth in which you can seat the children at the end.**

6. What does the writer suggest you do if the meal does not go well? **(1 mark)**

Response:


To go home.

7. In the restaurant, name **two** ways to help children enjoy their experience. **(1 mark)**

Response:


- **to bring them into the conversation**
- **to keep them busy by drawing or playing with you**
- **bring toys for them**

INSTRUCTIONS: Read the following advertisement and answer questions 8 to 11 in **English**. Your answers must be based on the advertisement. Complete sentences are not required.



**COMMENT
OBTENIR
UNE BOURSE
D'ÉTUDE\$**

Lorsque vous fréquentez l'Université, toute aide financière, si minime soit-elle, est d'un grand secours. De plus, il est très valorisant de recevoir une bourse fondée sur le mérite.



Maximisez vos chance\$

Répondez à chacune des questions qui vous concernent.

Exprimez clairement vos pensées; choisissez bien vos mots.

Présentez-vous sous un jour favorable sans paraître vaniteux.

Afin d'augmenter vos chances, présentez une demande pour toutes les bourses auxquelles vous êtes admissible.

Activités parascolaire\$

Afin de documenter vos engagements parascolaires ou communautaires, donnez des précisions sur les organismes en question, leurs buts et le rôle que vous y jouez.

Expliquez les avantages que procure cet organisme à la collectivité en général.

Conseils pratique\$

Constituez et envoyez votre dossier bien à l'avance afin d'éviter les imprévus (p. ex., retard de la poste).

Pour les lettres de référence et de recommandation, choisissez des personnes qui vous connaissent bien et qui connaissent vos accomplissements.

Notez bien les dates limites.

Surtout, ne vous découragez pas!

8. When filling out a scholarship application form, name **two** things that you should do to maximize your chances of winning. **(2 marks)**

Response: *(Two of the following)*

- **Express your thoughts clearly.**
- **Answer all the necessary questions.**
- **Present yourself in a favourable light, but don't be vain.**
- **Apply for as many scholarships as possible.**

9. If you are involved with a group outside the school, what information should you provide about this group? Give **two** ideas. **(2 marks)**

Response: *(Two of the following)*

- **their goals or objectives**
- **the role you play in this organization**
- **how the organization benefits society**

10. What practical information is given about sending in your application? **(1 mark)**

Response:

Send it in early to avoid problems.
OR
To comply with deadlines.

11. Give **two** points you should consider when choosing someone to write a reference letter for you. **(2 marks)**

Response:

- **Choose someone who knows you well.**
- **Choose someone who knows your accomplishments / what you have accomplished.**

PART C: WRITING COMPONENT
SECTION 4 – DESCRIPTION

Value: 24 marks

Suggested Time: 30 minutes

INSTRUCTIONS: Write in **French** on the topic given below. Your finished work should take into consideration the following:

1. Introduction, development, and conclusion to your piece of writing
2. Appropriate tenses
3. Varied vocabulary
4. Idiomatic French

Note: For a piece of writing to have “development” 120 words is a suggested minimum. Answer in **ink**.

12. Write an entry in your diary describing an interesting trip that you have taken or would like to take. **(24 marks)**

Response:

See pages 9 and 10 for Holistic Scoring Guide.

SECTION 5 – SHORT ARTICLE (LETTER)

Value: 24 marks

Suggested Time: 30 minutes

INSTRUCTIONS: Write in **French** on the topic given below. Your finished work should take into consideration the following:

1. Introduction, development, and conclusion to your piece of writing
2. Appropriate tenses
3. Varied vocabulary
4. Idiomatic French

Note: For a piece of writing to have “development” 120 words is a suggested minimum. Answer in **ink**. Do **not** identify yourself or your school.

13. Some parents prefer their children to wear a school uniform. Write a letter to your local newspaper giving your opinion on this matter. Sign your name Laura or Daniel Dutronc. **(24 marks)**

Response:

Monsieur / Madame,

See pages 9 and 10 for Holistic Scoring Guide.

Amicalement,

Laura / Daniel

FRENCH 12 HOLISTIC SCORING GUIDE
GLOSSARY OF TERMS

Message/Information	A student's original response which communicates ideas, views and/or describes events, situations or experiences with supporting details and/or examples.
Idiom	Idiom is the use of French expressions which do not represent word for word translation from English; e.g., <ul style="list-style-type: none">– Il fait beau.– tu <i>vs.</i> vous– J'ai faim.
Language	<ul style="list-style-type: none">• use of past, present and future tenses• sentence structure• spelling
Completes the task	<ul style="list-style-type: none">• Length of response meets the minimum suggested number of words.

FRENCH SCORING GUIDE

	Message/Information	Language	Vocabulary/Idiom
The 6 Response:	<ul style="list-style-type: none"> • has ideas that are fully developed with clarity, ease and depth • is well organized and on topic • completes the task 	<ul style="list-style-type: none"> • demonstrates a good understanding and control of appropriate verb tenses • has varied sentence structure which integrates transitional words to link thoughts • may have errors which do not detract from meaning 	<ul style="list-style-type: none"> • has wide range of appropriate vocabulary/idioms which is predominantly correct
The 5 Response:	<ul style="list-style-type: none"> • has ideas that are well developed and flow clearly and logically • is well organized and on topic • completes the task 	<ul style="list-style-type: none"> • demonstrates a reasonable understanding and control of appropriate verb tenses • has sentence structure which has some variety and may integrate transitional words to link thoughts • has errors which do not interfere with the meaning 	<ul style="list-style-type: none"> • has a good range of generally appropriate vocabulary/idioms which is generally correct
The 4 Response:	<ul style="list-style-type: none"> • has ideas that are adequately developed and generally clear • is organized and on topic • completes the task 	<ul style="list-style-type: none"> • has some understanding and control of appropriate verb tenses • rarely goes beyond basic sentence structure • has errors which weaken the meaning 	<ul style="list-style-type: none"> • rarely goes beyond high frequency vocabulary/idioms but is generally correct and may have occasional errors.
The 3 Response:	<ul style="list-style-type: none"> • has ideas that are often simplistic and lack development • shows weak organization • has difficulty in completing the task 	<ul style="list-style-type: none"> • has difficulty in controlling appropriate verb tenses • demonstrates basic sentence structure • has errors which interfere with the meaning 	<ul style="list-style-type: none"> • has a limited range of vocabulary/idioms which may be frequently incorrect
The 2 Response:	<ul style="list-style-type: none"> • has limited ideas and development • shows minimal organization • does not complete the task 	<ul style="list-style-type: none"> • has verb tenses which are predominantly incorrect • has poor sentence structure • has errors which impede meaning 	<ul style="list-style-type: none"> • has a very limited range of vocabulary/idioms which is predominantly incorrect
The 1 Response:	<ul style="list-style-type: none"> • has very limited ideas and no sense of development • shows no organization • does not complete the task 	<ul style="list-style-type: none"> • has no control of verbs • has non-functional sentence structure • has errors which block meaning 	<ul style="list-style-type: none"> • has minimal vocabulary/idioms which may be frequently invented
The 0 Response:	<ul style="list-style-type: none"> • does not present enough message/information to be evaluated 		
NR	<ul style="list-style-type: none"> • a blank paper with no response given 		