

**French 12**  
 January 2002 Provincial Examination  
**ANSWER KEY / SCORING GUIDE**

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

**Multiple Choice**

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

**Multiple Choice = 28 marks**

## Written Response

<b>Q</b>	<b>B</b>	<b>C</b>	<b>S</b>	<b>T</b>	<b>Q</b>	<b>B</b>	<b>C</b>	<b>S</b>	<b>T</b>
1.	1	K	1	2	7.	7	K	1	2
2.	2	K	2	2	8.	8	K	1	2
3.	3	K	2	2	9.	9	K	1	2
4.	4	K	1	2	10.	10	K	2	2
5.	5	K	2	2	11.	11	H	24	3
6.	6	K	1	2	12.	12	H	24	3

**Written Response = 62 marks**

Multiple Choice = 28 (28 questions)

Written Response = 62 (12 questions)

**EXAMINATION TOTAL = 90 marks**

**LEGEND:**

**Q** = Question Number

**K** = Keyed Response

**C** = Cognitive Level

**S** = Score

**T** = Topic

**B** = Score Box Number

## SECTION 3 – AUTHENTIC DOCUMENT A

Value: 8 marks

Suggested Time: 5 minutes

**INSTRUCTIONS:** Read the following article and answer questions 1 to 5 in **English**. Your answers must be based on the article. Complete sentences are not required.



*Les ours se méfient ordinairement de nous, les humains, et choisissent généralement de nous éviter. Cependant, il se peut que des ours attaquent des visiteurs lorsqu'ils se sentent menacés ou lorsqu'ils se voient forcés de défendre leurs petits ou leur nourriture.*

### Réduisez les risques

- **Faites du bruit!** Laissez savoir aux ours que vous êtes là — parlez très fort, tapez des mains, chantez — surtout près des cours d'eau, dans des terrains de végétation dense, dans les secteurs venteux et dans les régions où la visibilité est faible.
- **Déplacez-vous en groupe**, toujours dans les sentiers aménagés et pendant les heures de clarté.
- **Évitez d'attirer les ours par des odeurs de nourriture** — entreposez adéquatement vos aliments, vos déchets et les articles qui dégagent des odeurs, jour et nuit, où que vous soyez. Même les bols à nourriture vides des animaux de compagnie peuvent attirer les ours.
- **Si vous trouvez sur votre passage des carcasses de gros mammifères, quittez le secteur immédiatement** — signalez votre découverte aux gardes de parc.
- **Déposez les déchets de poisson** dans des rivières rapides ou dans la partie profonde d'un lac, et non sur la rive.
- **Ne vous approchez jamais d'un ours** et n'entreprenez jamais de le nourrir. Tenez-vous à au moins 100 mètres de distance.

Canadian Heritage Parks Canada, from the magazine *La nature au naturel!*, Parks Canada (version adaptée)

1. Give **one** example of when a bear might be a threat to humans in a park. **(1 mark)**

**Response:** *(One of the following)*

- **when the bear feels threatened**
- **when the bear feels forced to protect its food**
- **when the bear feels forced to defend its young**
- **if there is food around**

2. Name **two** areas of a park in which you should make your presence known to bears. **(2 marks)**

**Response:** *(Two of the following)*

- **near water**
- **in windy areas**
- **in dense vegetation**
- **in areas with poor visibility**

3. In addition to making noise, give **two** other suggestions with respect to how you should move about while hiking in bear country. **(2 marks)**

**Response:** *(Two of the following)*

**You should move about**

- **in a group.**
- **during daylight hours.**
- **by staying on the trails.**

4. Apart from leaving the area, what should you do when you find the carcass of a large animal? **(1 mark)**

**Response:**

**You should report it to the park authorities.**

5. Where should you get rid of fish remains? Be specific. **(2 marks)**

**Response:**

- **You should throw the remains into the deep middle part of a lake.**
- **You should throw the remains into the rapidly flowing part of a river.**

**INSTRUCTIONS:** Read the following document and answer questions 6 to 10 in **English**. Your answers must be based on the document. Complete sentences are not required.

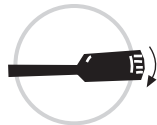
## Dossier de BONNE CONDUITE

### Leçon n° 1 À côté de ses pompes



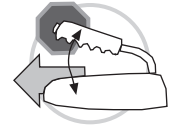
Vous avez acheté une nouvelle voiture munie de freins ABS (*Anti Blocking System*). Savez-vous comment utiliser le système antiblocage le plus efficacement possible? Demandez des explications. Sur une surface glissante, vous devez savoir qu'il est inutile de pomper les freins pour arrêter la voiture : les ABS le font déjà pour vous. Votre rôle se limite à peser fermement sur la pédale.

### Leçon n° 2 Coup de balai



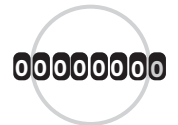
Prenez l'habitude de toujours éteindre vos essuie-glaces avant de couper le contact. Au démarrage suivant, si de la neige collante ou de la glace paralysait les balais, vous risqueriez de brûler le moteur. Si du verglas s'était formé sur la carrosserie, avant de mettre la voiture en marche, versez de l'eau chaude dans les fentes situées juste devant le pare-brise pour dégeler le mécanisme des essuie-glaces.

### Leçon n° 3 Baisser le bras



Assurez-vous que le frein à main est abaissé avant de partir... Autrement, vous risquez d'endommager sérieusement les freins, mais il y a pire : en surchauffant, ils pourraient même vous lâcher! Si cela vous arrive, faites vérifier tout le système de freinage, car les matériaux soumis à de hautes températures ne conservent plus la même efficacité par la suite.

### Leçon n° 4 Jeunesse crasse



Vous venez de faire l'acquisition d'une voiture neuve. Saviez-vous qu'une vidange d'huile s'impose plus vite que ce que recommande le manufacturier? N'attendez pas les 5 000 ou 6 000 kilomètres suggérés, réagissez plutôt au bout de 3 000 kilomètres. Quand une auto débute dans la vie, les pièces se polissent, ce qui crée plus de poussières et de crasse.

### Leçon n° 5 Rien ne sert de courir...



Ménagez votre précieuse mécanique : évitez les départs et les arrêts brusques. Cette mauvaise habitude sollicite indûment le moteur, use prématurément les freins et en plus augmente la consommation d'essence.

Par Liette Beaulieu, « Dossier de bonne conduite » *Châtelaine*, Vol. 40, n° 11, p. 32, novembre 1999 (version adaptée)

6. If your car has ABS brakes, what should you avoid doing while braking? **(1 mark)**

**Response:**

**You should avoid pumping the brakes because this action will impede the correct operation of the brakes.**

7. In a cold climate, why should you always turn off your windshield wipers **before** turning off the engine of the car? **(1 mark)**

**Response:**

- **To avoid burning out the windshield wiper motor**
- **Wipers may get stuck in snow/ice on windshield.**

8. Your mechanic has informed you that you have **seriously** damaged your brakes. According to the text, what is the probable cause of this damage? **(1 mark)**

**Response:**

**Driving with the hand brake on.**

9. According to the text, when should you schedule your first oil change after having bought a new car? **(1 mark)**

**Response:**

**You should schedule your first oil change at 3 000 km.**

10. Give **two** reasons why you should avoid sudden starts-and-stops while driving your car. **(2 marks)**

**Response: (*Two of the following*)**

- **You will experience higher gas consumption.**
- **Your brakes will wear out faster.**
- **This style of driving is hard on the car's motor.**

**PART C: WRITING COMPONENT**  
**SECTION 4 – NARRATIVE**

**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.

11. Complete the following story:

« Je regardais la télévision quand soudain, à ma grande surprise, . . . »      **(24 marks)**

**See holistic scale on pages 9 and 10**

## SECTION 5 – 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.

12. You are looking for a job. Write a letter of introduction in which you explain your interest in this job, your qualifications and how this job will help you to achieve your future goals.

**(24 marks)**

**See holistic scale on pages 9 and 10**



**FRENCH 12 HOLISTIC SCORING GUIDE**  
**GLOSSARY OF TERMS**

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<b>Message/Information</b>	A student's original response which communicates ideas, views and/or describes events, situations or experiences with supporting details and/or examples.
<b>Idiom</b>	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"><li>- Il fait beau.</li><li>- tu vs. vous</li><li>- J'ai faim.</li></ul>
<b>Language</b>	<ul style="list-style-type: none"><li>• use of past, present and future tenses</li><li>• sentence structure</li><li>• spelling</li></ul>
<b>Completes the task</b>	<ul style="list-style-type: none"><li>• Length of response meets the minimum suggested number of words.</li></ul>

## FRENCH SCORING GUIDE

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