

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

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

**Multiple Choice**

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

**Written Response = 62 marks**

Multiple Choice = 28 (28 questions)

Written Response = 62 (14 questions)

**EXAMINATION TOTAL = 90 marks**

### **LEGEND:**

**Q** = Question Number

**C** = Cognitive Level

**T** = Topic

**K** = Keyed Response

**S** = Score

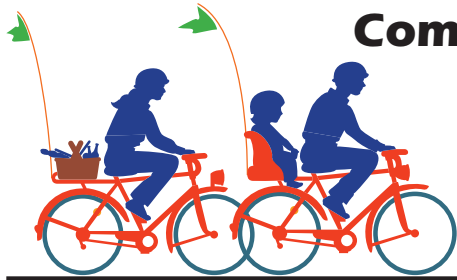
**B** = Score Box Number

## 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.



### Comment choisir sa bicyclette?

Lorsqu'on achète un vélo, on est souvent perplexe.  
Faut-il 7 ou 18 vitesses?



#### **Combien existe-t-il de types de vélos et pour quelle utilisation?**

Trois grandes catégories :

- ① **Les VTC ou vélos tout chemin** : ce sont les plus polyvalents. Ils s'utilisent aussi bien sur route goudronnée qu'en allée forestière.
- ② **Les VTT ou vélos tout terrain** : ils sont recommandés aux amateurs de balades en forêt ou sur chemins rocaillieux.
- ③ **Les vélos de course** : ce sont les modèles qu'on voit lors du Tour de France; ils n'existent qu'en version masculine.

#### **Y a-t-il des modèles spécifiquement féminins?**

Oui. Dans la catégorie VTC moyenne distance, il existe des vélos sans barre horizontale. Ils disposent en général d'un système d'amortisseurs sous la selle et d'un garde-boue pour éviter les taches de graisse. Certains ont, en plus, les vitesses intégrées et un système de freins qui fonctionne par rétropédalage.

#### **À quoi ça sert d'avoir 18 vitesses?**

Le nombre de vitesses est fonction de l'utilisation que l'on fait de son vélo. Plus on a de vitesses plus on grimpera une pente facilement. En ville, il n'est pas utile d'avoir plus de 7 vitesses. En revanche, à la campagne, il vaut mieux en avoir 18, et entre 21 et 24 pour une pratique sportive.

#### **Qu'est-ce qui fait la différence entre un vélo à 200 \$ et un autre à 5 000 \$?**

- ◆ Son poids avant tout : il peut varier de 9 à 16 kg. Les modèles chers sont les plus légers.
- ◆ La qualité des équipements : vérifiez la marque du pédalier ou du dérailleur.
- ◆ Les équipements annexes : y a-t-il un panier, un antivol intégré, un porte-bagages?

#### **Le vélo hollandais reste-t-il le must?**

Oui. Mais pour une pratique urbaine. Il est élégant et confortable. Cependant, il est en général lourd et il ne dispose que de 4 à 5 vitesses.

Vivian Harder, *Elle*, 27 juillet 1998, Hachette Fillipacchi Associés (version adaptée)

1. Which type of bicycle is specifically designed for males only? **(1 mark)**

**Response:**

- **The racing bicycle is designed for males only.**
- **The type of bike used in the Tour de France.**

2. According to the article, if you live in the city how many gears would be appropriate for your bicycle? **(1 mark)**

**Response:**

**7 gears (speeds) would be appropriate for your bicycle.**

3. What is the **main** reason for purchasing an expensive bicycle? **(1 mark)**

**Response:**

**An expensive bicycle would be lightweight.**

4. Name **two** accessories mentioned in the article which can be purchased for a bicycle. **(2 marks)**

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

- **a basket**
- **a (built-in) anti-theft device**
- **a carrier (rack)**

5. Name **two** disadvantages of a Dutch bicycle. **(2 marks)**

**Response:**

- **A Dutch bicycle is generally heavy.**
- **A Dutch bicycle has only 4 or 5 speeds.**

## AUTHENTIC DOCUMENT B

Value: 7 marks

Suggested Time: 5 minutes

**INSTRUCTIONS:** Read the following article and answer questions 6 to 12 in **English**. Your answers must be based on the article. Complete sentences are not required.



### Une saveur internationale

Cousin de l'oignon, l'ail s'est taillé, au fil des siècles, une alléchante réputation. Originaire d'Asie centrale ou de l'Inde, on le cultivait déjà à l'époque biblique en Syrie et en Égypte.

Bien que le goût de l'ail ait, depuis toujours, occupé une grande place dans la cuisine chinoise, grecque, indienne, italienne, française, espagnole, mexicaine et du Moyen-Orient, ce n'est que dans les trente dernières années que l'Amérique du Nord a accueilli l'ail, le vrai, le frais, comme ingrédient de choix au palmarès culinaire.

- 🔥 Il est préférable de ne pas réfrigérer l'ail, car son odeur peut facilement envahir les autres aliments; de toute façon, il se conserve très bien à la température ambiante.
- 🔥 Si l'odeur de l'ail vous colle aux doigts, frictionnez-les avec de la mouture à café déjà utilisée, ou avec un mélange de sel et de jus de citron, et le tour est joué!
- 🔥 La prochaine fois que vous aurez à hacher de l'ail, jetez un peu de sel sur la lame du couteau; de cette façon, la gousse n'y adhèrera pas.
- 🔥 L'intensité du goût de l'ail varie selon sa préparation. Une petite quantité d'ail cru confèrera à une vinaigrette ou à une huile une saveur prononcée et l'ail sauté parfamera un plat tout entier. D'autre part, pour une touche plus subtile, choisissez l'ail blanchi ou l'ail rôti, dont le goût délicat rappelle la noisette. À vous de choisir!
- 🔥 Pour obtenir le maximum de saveur, hachez l'ail très finement. Dès que son arôme commence à se répandre, ajoutez les autres ingrédients sans attendre. Vous éviterez ainsi qu'il ne durcisse.

« L'ail à la page », par Nicole Doucet, diététiste, magazine *L'essentiel*, juin 1997 (version adaptée)

6. To which countries had the cultivation of garlic spread during biblical times? **(1 mark)**

**Response:**

**It had spread to Syria and Egypt.**

7. For how long has garlic been part of the North American cuisine? **(1 mark)**

**Response:**

**It has been part of the North American cuisine for 30 years.**

8. What can happen if you store garlic in the refrigerator? **(1 mark)**

**Response:**

**Other foods take on the flavour of garlic.**

9. What can you use to get rid of the smell of garlic on your hands? **(1 mark)**

**Response:**

- **You can rub your hands with a mixture of salt and lemon juice.**
- or**
- **You can rub you hands with used coffee grounds.**

10. How can you prevent a garlic clove from sticking to your knife? **(1 mark)**

**Response:**

**Put a dash of salt on your knife.**

11. According to Nicole Doucet, what should you do when you wish to reduce the intense flavour of garlic in a recipe? **(1 mark)**

**Response:**

**You should roast the garlic or blanche it.**

12. What happens when freshly chopped garlic is not used right away? **(1 mark)**

**Response:**

**It becomes hard when it is not used right away.**

**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**.

13. Write an entry in your journal in which you outline what you have decided to do after graduating from high school and why. **(24 marks)**

Do **not** identify yourself or your school.

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

## SECTION 5 – 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**.

14. You are in charge of bringing a guest speaker to your school or class. Whom would you invite and why? **(24 marks)**

Do **not** identify yourself or your school.

**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 <i>vs.</i> 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>		