

French 12
 August 2004 Provincial Examination
ANSWER KEY / SCORING GUIDE

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

Multiple Choice

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

Written Response = 62 marks

Multiple Choice = 28 (28 questions)

Written Response = 62 (15 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 document and answer questions 1 to 6 in **English**. Your answers must be based on the document. Complete sentences are not required.

L'Express du Pacifique : publié 2 fois par mois

Petites annonces

Date de tombée : le vendredi de la semaine précédant la parution

*Les petites annonces sont réservées aux particuliers, et gratuites pour nos abonnés.
Si vous n'êtes pas abonné, le tarif est de 50 cents le mot, pour
un maximum de 70 mots par annonce (payable par chèque).*

Participez au programme « La mère l'oise »

Ceci est un groupe interactif pour parents et enfants de 0 à 2 ans où on s'amuse en français à l'aide de comptines et de chansons.

Façon intéressante de rencontrer d'autres parents et de permettre aux petits de s'exprimer.

Pour plus de renseignements, contacter le *West Point Grey Community Centre*.

★ À louer

Disponible immédiatement, chambre meublée en sous-sol. Entrée privée. Proche de Lougheed Mall. Femmes uniquement. 450 \$ par mois, toutes charges comprises.

Téléphonez à Mme Wall.

★ Gardienne d'enfants

Je recherche une personne dynamique, dévouée, chaleureuse et responsable pour s'occuper de mes 2 enfants, 2 soirs par semaine, dès le mois de septembre. SVP contactez Louise.

★ À louer

Chambre et cuisine meublées avec salle de bain, dans un sous-sol propre, bien éclairé et chauffé. Entrée privée. Convient à une personne étudiant ou travaillant, non-fumeur. 480 \$ par mois, incluant le chauffage, l'électricité et le câble.

Contactez Marianne.

★ Recherche colocataire

Je suis à la recherche d'une personne pour partager un appartement dans un endroit paisible. Il s'agit d'un appartement de deux chambres à coucher, situé au premier étage, avec un joli jardin. L'appartement sera disponible le mois prochain, pour un loyer mensuel de 450 \$.

Contactez Brigitte.

★ Vous avez plus de **produits de beauté** que vous n'en utilisez?

Faites-en don aux femmes défavorisées :
www.beautynight.org

L'Express du Pacifique, 24 octobre 1998, p. 3, 31 août 2002, pp 8 et 9, 23 décembre 2002, pp. 10 et 11 (version adaptée)

1. What is the deadline for placing an ad in this bi-monthly newspaper? **(1 mark)**

The Friday before publication.

2. If you are placing an ad, what advantage is there if you subscribe to the newspaper? **(1 mark)**

It is free.

3. Name two advantages for **parents** who participate in the program at the West Point Grey Community Centre. **(2 marks)**

- **To have fun in French.**
- **To meet other parents.**
- **To allow children to interact / to express themselves.**
- **To learn songs and stories for your children.**

4. What would a person who contacts Louise be hoping to obtain? Be specific. **(1 mark)**

- **A babysitting job.**

5. You are looking for a room or an apartment, but you do not want to be in a basement. Whom would you contact? **(1 mark)**

You would call Brigitte.

6. Why would a person contact www.beautynight.org? **(1 mark)**

- **To donate beauty products.**
- **To help women in need.**

INSTRUCTIONS: Read the following article and answer questions 7 to 13 in **English**. Your answers must be based on the article. Complete sentences are not required.



9 bonnes raisons de marcher



- 1 Il n'y a pas de période d'apprentissage : on peut commencer demain matin ou, mieux encore, aujourd'hui.
- 2 Comme la marche abaisse la pression sanguine, les risques de malaises cardiaques et d'hypertension diminuent.
- 3 La marche aide à prévenir l'ostéoporose en gardant nos os en santé et permet donc une meilleure assimilation du calcium.
- 4 C'est une activité idéale pour atteindre et maintenir un poids santé. Sur un terrain plat, on brûle de 200 à 500 calories à l'heure, selon notre poids et notre rythme de marche. On en brûle encore plus en montagne ou si on porte un sac à dos.
- 5 Une recherche américaine étudie présentement l'hypothèse selon laquelle les gens qui marchent régulièrement auraient deux fois moins de rhumes et de gripes.
- 6 Le seul moyen d'obtenir notre dose de vitamine D sans prendre de suppléments est d'aller sous les rayons du soleil.
- 7 Le fait de poser un geste répétitif, qui ne nous demande pas d'autre effort mental que de porter notre attention sur le sol, nous permet de nous libérer des soucis quotidiens, de diminuer notre stress.
- 8 La marche aide à mieux sentir son corps et à atteindre une détente musculaire. C'est une activité propice à la méditation, à la réflexion et à la rêverie.
- 9 On peut marcher en famille ou avec des amis. On peut combiner la marche et la conversation.



Nathalie Lambert, « La marche, pour s'aérer le corps et l'esprit », *Coup de pouce*, janvier 2000, pp. 88–92 (version adaptée)

7. Why may you start this sport right away? **(1 mark)**

- **no training**
- **no learning required**

8. How does this sport help to prevent osteoporosis? **(1 mark)**

- **By maintaining healthy bones.**
- **By helping to absorb calcium.**

9. To burn more than 200–500 calories per hour, give one suggestion mentioned. **(1 mark)**

- **walking in the mountains**
- **carrying a back pack**

10. In the American study on people who walk, name one benefit that researchers are finding. **(1 mark)**

- **fewer cases of the flu**
- **fewer colds**

11. How can this sport help you acquire vitamin D? **(1 mark)**

By being out in the sunshine.

12. Name one benefit that comes from repeating an activity over and over. **(1 mark)**

- **It reduces stress.**
- **It eliminates daily worries.**

13. Name **two** mental activities you can do while participating in this exercise.

(1 mark)

(Two out of four needed)

- **dreaming**
- **meditating**
- **reflecting**
- **conversing**

PART C: WRITING COMPETENCY
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**.

14. You are babysitting and the children want you to tell them a story about when you were their age. Write the story you would tell them.

(24 marks)

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

See holistic scale on pages 10 and 11

SECTION 5 – DESCRIPTIVE

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**.

15. Young people are very aware of some of the problems facing our planet today.
Describe how people can help to solve one or more of these problems.

(24 marks)

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

See holistic scale on pages 10 and 11

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 vs. 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 		