

French 12  
**2009 Sample — Form A**  
 Provincial Examination — Answer Key

Cognitive Processes	Weightings	Question Types
W = Retrieve Information	25%	18 = Listening Component (MC)
X = Recognize Meaning	30%	30 = Multiple Choice (MC)
Y = Interpret Texts	2%	2 = Written Response (WR)
C = Composition	43%	

**Topics**

1. Listening Competency	21%
2. Reading Competency	36%
3. Writing Competency	43%

**Multiple choice**

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	B	W	1	2	—	MC
2.	B	X	1	2	—	MC
3.	B	X	1	2	—	MC
4.	C	W	1	2	—	MC
5.	C	X	1	2	—	MC
6.	C	X	1	2	—	MC
7.	A	W	1	2	—	MC
8.	A	W	1	2	—	MC
9.	B	X	1	2	—	MC
10.	C	X	1	2	—	MC
11.	A	W	1	2	—	MC
12.	B	X	1	2	—	MC
13.	B	X	1	2	—	MC
14.	B	W	1	2	—	MC
15.	C	W	1	2	—	MC
16.	B	X	1	2	—	MC
17.	D	X	1	2	—	MC
18.	C	W	1	2	—	MC
19.	D	X	1	2	—	MC
20.	C	W	1	2	—	MC
21.	C	Y	1	2	—	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
22.	D	X	1	2	–	MC
23.	D	X	1	2	–	MC
24.	B	W	1	2	–	MC
25.	D	X	1	2	–	MC
26.	A	X	1	2	–	MC
27.	B	W	1	2	–	MC
28.	D	W	1	2	–	MC
29.	D	W	1	2	–	MC
30.	D	Y	1	2	–	MC

### Written Response

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	C	16	3	–	WR
2.	–	C	20	3	–	WR

### Listening Component

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	C	W	1	1	–	MC
2.	C	X	1	1	–	MC
3.	B	W	1	1	–	MC
4.	B	X	1	1	–	MC
5.	C	W	1	1	–	MC
6.	C	W	1	1	–	MC
7.	B	W	1	1	–	MC
8.	C	X	1	1	–	MC
9.	A	X	1	1	–	MC
10.	A	W	1	1	–	MC
11.	C	X	1	1	–	MC
12.	B	W	1	1	–	MC
13.	B	W	1	1	–	MC
14.	A	X	1	1	–	MC
15.	C	W	1	1	–	MC
16.	C	X	1	1	–	MC
17.	A	X	1	1	–	MC
18.	B	X	1	1	–	MC

## PART C: WRITING COMPETENCY

Value: 43%

Suggested Time: 60 minutes

**INSTRUCTIONS:** Write in **French** in the **Response Booklet** on the following two topics. Your finished work should take into consideration the following:

1. Logical organization and development
2. Appropriate tenses
3. Varied vocabulary
4. Idiomatic French

### SHORT ESSAY: NOTE / E-MAIL

**Note:** 90 words is a suggested minimum. Answer in **ink**.

1. Write an e-mail to the president of your student council suggesting a gift that the grad class could give to the school. Explain why this would be a suitable gift.

*Écrivez un courriel au président de votre conseil étudiant pour suggérer un cadeau que la classe des finissants pourrait offrir à l'école. Expliquez pourquoi ce cadeau serait approprié.*

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

**See glossary of terms on page 5 and scoring guide on page 6.**

## LONG ESSAY: COMPOSITION

**Note:** 120 words is a suggested minimum. Answer in **ink**.

2. Describe a situation where you worked as part of a team. Explain what you learned from this experience.

*Décrivez une situation où vous avez travaillé en équipe. Expliquez ce que vous avez appris de cette expérience.*

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

**See glossary of terms on page 5 and scoring guide on page 6.**

**FRENCH 12**  
**GLOSSARY OF TERMS FOR SCORING GUIDES**

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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</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 12 SCORING GUIDE (for writing tasks)

	<b>Message/Information</b>	<b>Language</b>	<b>Vocabulary/Idiom</b>
<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 are 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 are 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 are 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>		