

French 12
June 1999 Provincial Examination
ANSWER KEY / SCORING GUIDE

Topics: 1. Reading Component
2. Written Component

Multiple Choice

Q	K	C	T
1.	C	U	1
2.	B	U	1
3.	B	U	1
4.	C	U	1
5.	A	K	1
6.	B	U	1
7.	D	U	1
8.	B	H	1
9.	C	H	1
10.	B	U	1
11.	B	U	1
12.	B	U	1
13.	C	K	1
14.	D	U	1
15.	A	K	1
16.	C	H	1
17.	B	U	1
18.	C	U	1

Multiple Choice = 18 marks

Written Response

Q	B	C	T	S	Q	B	C	T	S
1.	1	K	1	1	9.	9	K	1	2
2.	2	K	1	1	10.	10	U	1	1
3.	3	K	1	1	11.	11	K	1	1
4.	4	K	1	1	12.	12	K	1	1
5.	5	K	1	1	13.	13	K	1	1
6.	6	K	1	1	14.	14	H	2	20
7.	7	K	1	1	15.	15	H	2	20
8.	8	U	1	1					

Written Response = 54 marks

Multiple Choice = 18 (18 questions)

Written Response = 54 (15 questions)

EXAMINATION TOTAL = 72 marks

LEGEND:

Q = Question Number

C = Cognitive Level

T = Topic

K = Keyed Response

S = Score

B = Score Box Number

PART A: READING COMPONENT
SECTION 1 – AUTHENTIC DOCUMENT A

Value: 5 marks

Suggested Time: 8 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 meilleurs moyens
de développer l'estime de soi*

- | | |
|--|--|
| <ul style="list-style-type: none">▶ Se rappeler que personne ne peut le faire à notre place. « Attention aux gourous et aux recettes miracles », prévient madame Hénault.
▶ Cesser de rechercher l'approbation de tout le monde.
▶ Noter chaque soir ses succès de la journée et les afficher.
▶ Apprendre à voir l'aspect positif de toute situation. Par exemple, un moment de crise peut nous amener à découvrir qui sont nos vrais amis, notre capacité à résoudre des problèmes, etc.
▶ Ne pas se prendre au sérieux et être indulgent envers soi-même. | <ul style="list-style-type: none">▶ Dresser la liste de ses qualités et de ses réalisations et la relire souvent.
▶ S'entourer de personnes qui ont une bonne estime d'elles-mêmes.
▶ Apprendre à reconnaître et à exprimer ses émotions afin d'avoir une meilleure santé en général.
▶ Faire de la nage, du karaté, de l'escalade ou toute autre activité : l'exercice procure un sentiment de puissance et de succès et entraîne à l'action.
▶ Comme la jeune femme dans la publicité télévisée, se dire, à voix haute : « Je suis belle, je suis fine, je suis capable! » |
|--|--|

Coup de Pouce, novembre 1997, p. 40, Les éditions Télémedia, Montréal (version adaptée)

1. Who is best suited to build your self-esteem? **(1 mark)**

Response :

- **We are best suited to build our own self-esteem.**

2. Name **one** thing you should avoid doing. **(1 mark)**

Response: *(Any one of the following for 1 mark)*

- **You should avoid gurus.**
- **You should avoid miracle recipes.**
- **You should avoid taking yourself too seriously.**
- **You should avoid comparing yourself to others.**
- **You should avoid seeking the approval of everyone.**
- **You should avoid being self-indulgent.** ← $\frac{1}{2}$ mark
- **You should avoid taking things too seriously.** ← $\frac{1}{2}$ mark

3. What should you do every evening? **(1 mark)**

Response:

- **You should write down your successes achieved during the day (and post them somewhere where you can see them).**
- **You should note your successes and post them.**
- **You should think about what you have achieved that day.** ← $\frac{1}{2}$ mark
- **You should name your successes.** ← $\frac{1}{2}$ mark

4. What type of person should you associate with? **(1 mark)**

Response: *(Either one of the following for 1 mark)*

- **A person having good self-esteem.**
- **A person having high self-esteem.**
- **A person with positive self-esteem.**
- **A person with a good sense of themselves.**
- **Self-esteem.** ← $\frac{1}{2}$ mark

5. How will exercise help build your self-esteem? **(1 mark)**

Response :

- **Exercising gives one a feeling of power and success and encourages one to be pro-active and/or active.**
- **It makes you believe you can do things.**

AUTHENTIC DOCUMENT B

Value: 6 marks

Suggested Time: 8 minutes

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

LES 7 LOIS D'UNE VIE ÉQUILBRÉE

1. Aller à l'essentiel.

Quelque 20 % de nos activités consomment 80 % de notre temps.

2. Lutter contre les interruptions.

Toute tâche interrompue est moins efficace.

3. Garder un contrôle serré sur notre emploi du temps.

Sinon, il perdra en rentabilité et on sera perdant. Plus on dispose de temps pour accomplir une chose, plus on est tenté de l'utiliser sans se presser.

4. Savoir identifier les tâches qui nous valorisent.

Indépendamment de leur importance, on leur consacre plus de temps que nécessaire.

5. Préférer la modération aux excès et savoir doser entre obligations et capacités.

Par exemple, après quelques heures d'effort physique soutenu, nos muscles ont besoin de repos, car leur cadence initiale de travail décroît en deçà de la norme.

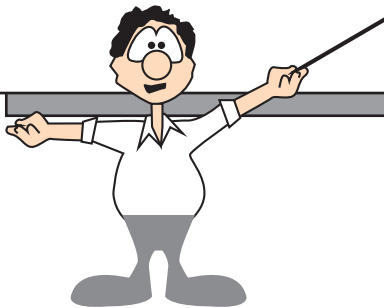
6. Être à l'écoute de nos horloges internes.

Chacun a ses propres rythmes biologiques, durant lesquels il est plus efficace.

7. Ne pas remettre à plus tard ce qu'on peut faire maintenant.

QUATRE GAFFES À ÉVITER

1. Exagérer ses problèmes.
2. Ne voir que soi.
3. Voir tout en noir.
4. Cultiver un sentiment d'impuissance.



Coup de Pouce, novembre 1997, Les éditions Télémedia, Montréal (version adaptée)

6. In order to complete a task efficiently, what should one do? **(1 mark)**

Response: *(Either one of the following for 1 mark)*

- **Fight against being interrupted/get rid of distractions.**
- **Avoid procrastination.**
- **Follow the seven laws.**
- **Use time wisely.**
- **Control use of time.**

7. Why is it important to listen to your internal clock? Be specific. **(1 mark)**

Response:

- **Each and every one of us has his or her own biological rhythms which dictates when one is able to work the most efficiently/productively.**
- **In order to be more efficient.**

8. Explain the seventh law. **(1 mark)**

Response:

- **Don't put off until later what we can do now means that we should not be procrastinators.**
(or equivalent response)
- **Don't procrastinate.**

9. List **two** mistakes that one should avoid. **(2 marks)**

Response: *(Any two of the following for 2 marks)*

- **Exaggerate one's problems.**
- **Be concerned only with what affects oneself.**
- **See only the dark side of everything.**
- **Nurse a feeling of powerlessness.**
- **Taking too much time on one task.**
- **Being pessimistic.**
- **Being egotistical.**

10. What is the purpose of these seven laws? **(1 mark)**

Response:

- **To help promote a balanced lifestyle.**

INSTRUCTIONS: Read the following information and answer questions 11 to 13 in **English**. Your answers must be based on the information provided. Complete sentences are not required.

Vite et bien dès le matin!

Bien que 83 % des Français aient enfin compris que le petit déjeuner était le repas clé de leur équilibre, un sur cinq continue à le boycotter. Manque de motivation, manque d'appétit? Non : l'argument invoqué est plutôt le manque de temps. Du coup, nous avons élaboré trois formules express de petits déjeuners complets.

À chaque humeur son menu

◆ Un thé, 80 g de baguette (deux tartines) avec 15 g de beurre et 10 g de confiture, un yaourt, 3 abricots.

◆ Un café, un verre de pur jus de fruits à base d'orange, deux tranches de pain complet avec une noix de beurre, un yaourt sucré au miel.

◆ Un bol de chocolat (200 ml de lait plus une cuillère à soupe de poudre de cacao), 80 g de pain avec 10 g de beurre et 10 g de gelée de framboise, une orange.

LES « MUST » POUR BIEN COMMENCER LA JOURNÉE

Un aliment d'origine céréalière



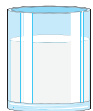
Il apporte des sucres complexes (vecteur d'énergie), des protéines végétales (elles fournissent à l'organisme les acides aminés que ne possèdent pas les protéines animales), des vitamines B et des minéraux (pour notre équilibre). Au choix : du pain complet ou de son, de la baguette, des céréales, du muesli ou un pain au lait.

Un peu de beurre

Il apporte des vitamines A et D et surtout beaucoup de plaisir au palais. Les apports indispensables sont fournis par 15 à 20 g de beurre (1 cuillère à café = 5 g).



Un laitage



Il apporte du calcium, des protéines animales (elles nous reconstruisent en permanence), des vitamines A (pour la peau), B2 (pour l'énergie) et D (pour les os). Au choix : un verre de lait, un yaourt nature ou aux fruits (allégé), 100 g (3 cuillères à soupe) de fromage blanc à 10 ou 20 % de matières grasses ou 1/8 de camembert.



Un fruit

Il apporte des fibres, des vitamines, particulièrement de la vitamine C (pour l'immunité) et des minéraux. Au choix : une pomme, une orange, deux clémentines, 3 abricots, 1/2 pamplemousse, un bol de fraises, 250 g de framboises, un verre de jus d'orange pressée ou de 100 % pur jus en brique opaque.



11. What percentage of the French population skips breakfast?

(1 mark)

Response:

- **Twenty percent of the population skips breakfast.**
- **One in five people.**

12. Name **one** benefit of including vitamin B2 in your breakfast. Name **one** source of this vitamin.

(1 mark)

Response:

- Benefit*
- **It gives us energy.**
 - **It is part of a balanced, healthy diet.**

- Source*
- **milk**
 - **cheese /camembert**
 - **plain yogurt or light yogurt with fruit**
 - **dairy products**

13. Apart from getting vitamin C, name **one** reason you should choose to eat an apple or orange for breakfast.

(1 mark)

Response:

- **They provide the body with needed minerals, fibre and vitamins.**
- **They boost the immune system.**

PART B: WRITING COMPONENT
SECTION 4 – NARRATION

Value: 20 marks

Suggested Time: 30 minutes

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

1. 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” 100 words is a suggested minimum. Answer in **ink**.

14. Write a continuation to the story *La dernière classe* on pages 12 and 13.

Pendant que je regardais tout cela, monsieur Hamel était devant la classe, et de la même voix tendre avec laquelle il m'avait reçu, il nous a dit : « Mes enfants, c'est la dernière fois que je vous fais la classe. »

(20 marks)

Response:

See pages 11 to 13 for Holistic Scoring Guide.

SECTION 5 – SHORT ARTICLE

Value: 20 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” 100 words is a suggested minimum. Answer in **ink**.

15. Some people believe that graduation is overrated. Give your opinion in an article that you are writing for the local newspaper. **(20 marks)**

Response:

See pages 11 to 13 for Holistic Scoring Guide.

FRENCH 12 HOLISTIC SCORING GUIDE
GLOSSARY OF TERMS

Message/Information	A student's personal response which communicates ideas, views and/or describes events, situations or experiences with supporting details and/or examples.
Vocabulary/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 tense• sentence structure• spelling
Appropriate	<ul style="list-style-type: none">• choice of the word/expression contributes to the clarity of the idea
Inappropriate	<ul style="list-style-type: none">• incorrect choice of word/expression damages clarity of the idea; e.g.,<ul style="list-style-type: none">– beaucoup <i>vs.</i> trop

**HOLISTIC SCORING GUIDE
(Vertically Oriented)**

	Message/Information	Vocabulary/Idiom	Language
6	<ul style="list-style-type: none"> • relevant to the task • completes the task 	<ul style="list-style-type: none"> • wide range of appropriate vocabulary/idiom • predominantly correct 	<ul style="list-style-type: none"> • clear • sentence structure is varied • errors do not detract from meaning
5	<ul style="list-style-type: none"> • relevant to the task • completes the task 	<ul style="list-style-type: none"> • range of generally appropriate vocabulary/idiom 	<ul style="list-style-type: none"> • clear — easy to understand • sentence structure has some variety • errors do not interfere with meaning
4	<ul style="list-style-type: none"> • relevant to the task • completes the task 	<ul style="list-style-type: none"> • basic vocabulary/idiom • usually appropriate — may occasionally be inappropriate 	<ul style="list-style-type: none"> • easy to understand • sentence structure is basic • errors may weaken meaning
3	<ul style="list-style-type: none"> • not always relevant to the task • does not fully complete the task 	<ul style="list-style-type: none"> • limited vocabulary/idiom • may frequently be inappropriate 	<ul style="list-style-type: none"> • not always easy to understand • sentence structure is basic • errors interfere with meaning
2	<ul style="list-style-type: none"> • may not be relevant to the task • may not complete the task 	<ul style="list-style-type: none"> • very limited vocabulary/idiom • often inappropriate 	<ul style="list-style-type: none"> • unclear — not easy to understand • sentence structure is weak • errors obscure meaning
1	<ul style="list-style-type: none"> • irrelevant to the task • does not complete the task 	<ul style="list-style-type: none"> • minimal vocabulary/idiom • frequently invented 	<ul style="list-style-type: none"> • unclear — very difficult to understand • sentence structure is non-functional • errors block meaning
0	<ul style="list-style-type: none"> • very little text has been produced which: <ul style="list-style-type: none"> – may be crossed out – is unintelligible – does not present enough message/information to be evaluated 		

(Horizontally Oriented)

	6	5	4	3	2	1	0
Message / Information	<ul style="list-style-type: none"> relevant to the task completes the task 	<ul style="list-style-type: none"> relevant to the task completes the task 	<ul style="list-style-type: none"> relevant to the task completes the task 	<ul style="list-style-type: none"> not always relevant to the task does not fully complete the task 	<ul style="list-style-type: none"> may not be relevant to the task may not complete the task 	<ul style="list-style-type: none"> irrelevant to the task does not complete the task 	<p>Very little text has been produced which:</p> <ul style="list-style-type: none"> – may be crossed out – is unintelligible – does not present enough message/information to be evaluated
Vocabulary / Idiom	<ul style="list-style-type: none"> wide range of appropriate vocabulary/idiom predominantly correct 	<ul style="list-style-type: none"> range of generally appropriate vocabulary/idiom 	<ul style="list-style-type: none"> basic vocabulary/idiom usually appropriate/may occasionally be inappropriate 	<ul style="list-style-type: none"> limited vocabulary/idiom may frequently be inappropriate 	<ul style="list-style-type: none"> very limited vocabulary/idiom often inappropriate 	<ul style="list-style-type: none"> minimal vocabulary/idiom frequently invented 	—
Language	<ul style="list-style-type: none"> clear sentence structure is varied errors do not detract from meaning 	<ul style="list-style-type: none"> clear/easy to understand sentence structure has some variety errors do not interfere with meaning 	<ul style="list-style-type: none"> easy to understand sentence structure is basic errors may weaken meaning 	<ul style="list-style-type: none"> not always easy to understand sentence structure is basic errors interfere with meaning 	<ul style="list-style-type: none"> unclear/not easy to understand sentence structure is weak errors obscure meaning 	<ul style="list-style-type: none"> unclear/very difficult to understand sentence structure is non-functional errors block meaning 	—

END OF KEY