

French 12
June 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.	A	U	1	1	15.	D	K	1	2
2.	C	U	1	1	16.	B	H	1	2
3.	C	U	1	1	17.	A	K	1	2
4.	D	U	1	1	18.	C	U	1	2
5.	D	U	1	1	19.	B	K	1	2
6.	D	U	1	1					
7.	C	U	1	1	20.	B	K	1	2
8.	B	U	1	1	21.	A	U	1	2
9.	C	U	1	1	22.	C	H	1	2
10.	C	U	1	1	23.	C	K	1	2
					24.	A	K	1	2
11.	D	U	1	2	25.	D	K	1	2
12.	A	U	1	2	26.	B	U	1	2
13.	B	K	1	2	27.	B	U	1	2
14.	C	U	1	2	28.	A	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	U	1	2	11.	11	K	1	2
4.	4	K	1	2	12.	12	K	1	2
5.	5	U	1	2	13.	13	U	1	2
6.	6	K	2	2	14.	14	H	24	3
7.	7	K	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: 8 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.

VRAI
FAUX

Ce sont les Goths qui ont inventé la lune de miel.

Vrai. Après l'enlèvement de la belle, le futur mari devait la cacher afin qu'elle ne soit pas retrouvée par les parents de celle-ci. L'expression « lune de miel » vient de la tradition qui voulait qu'après leur mariage, les jeunes époux boivent pendant un mois (une révolution lunaire) une coupe d'hydromel, un vin à base de miel. La lune de miel symbolisait le premier mois de leur union.

Il n'y a **pas de raison précise** pour laquelle une **équipe de foot** se compose de **onze joueurs**.

FAUX. Les tout premiers matches qui se jouaient dans les collèges anglais au milieu du XIX^e siècle opposaient des classes composées de dix élèves auxquels se joignaient leur professeur ou un surveillant, ce qui donnait onze personnes sur le terrain...

En Angleterre, la minute de silence dure deux minutes.

VRAI. La minute de silence est née en France le 11 novembre 1919 afin de commémorer le premier anniversaire de la fin de la Première Guerre mondiale. Depuis, cette pratique existe dans de nombreux pays, mais les Anglais, toujours originaux, ont, outre la conduite à gauche et les manèges qui tournent dans le sens inverse des nôtres, une minute de silence qui en dure... deux!

CD-ROM doit s'écrire cédérom.

VRAI. En 1985, Philips lance avec Sony, un nouveau CD destiné à un usage informatique. Cette petite révolution de 12 cm de diamètre permet de stocker mille fois plus d'informations qu'une disquette! Ce système offre, en plus, une lecture simultanée du son et de l'image. Aujourd'hui le CD-Rom est entré dans le langage courant. Important : l'Académie française a décidé qu'il fallait l'orthographier, à la française, cédérom comme ça se prononce, tout simplement...

© Nicole Catélan, *Jeune et Jolie*, juillet 2002, p. 52, Hachette Filipacchi Associés (version adaptée)

1. Who was the eleventh player on the soccer team? **(1 mark)**
The teacher / assistant / supervisor
2. From whom was the future bride hidden? **(1 mark)**
Her parents
3. Why is the word “moon” in “honeymoon”? **(1 mark)**
It refers to a lunar cycle / a month OR the first month of marriage.
4. Where did the minute of silence originate? **(1 mark)**
In France
5. In England, what is peculiar about the merry-go-rounds? **(1 mark)**
They turn in the opposite direction.
6. What **two** advantages are gained by using a CD-Rom? **(2 marks)**
- **It can play sound and image at the same time.**
 - **It can store more information than a diskette.**
7. How did the *Académie française* choose the spelling of « cédérom »? **(1 mark)**
It is spelled the way it is pronounced.

AUTHENTIC DOCUMENT B

Value: 6 marks

Suggested Time: 5 minutes

INSTRUCTIONS: Read the following document and answer questions 8 to 13 in **English**. Your answers must be based on the document. Complete sentences are not required.



Rick Hansen est né en Colombie-Britannique, le 26 août 1957. À l'âge de 15 ans, il devient paraplégique (paralysé du bas du corps) à la suite d'un accident de la route. Avec courage, il poursuit des études universitaires en vue d'obtenir un baccalauréat en éducation physique et s'entraîne en tant qu'athlète en fauteuil roulant.

Un grand projet

Après avoir remporté plusieurs marathons pour handicapés, et ce, sur un plan international, Rick décide de parcourir le monde en fauteuil roulant afin de sensibiliser les gens aux problèmes que rencontrent, dans leur vie de tous les jours, les personnes handicapées.

Rick ramassera donc de l'argent qui servira à supporter la recherche et les programmes de prévention et de réadaptation, ainsi que les programmes de sport en fauteuil roulant.

Le voyage

Le départ s'effectua le 21 mars 1985, alors que le retour n'eut lieu que deux ans, deux mois et un jour plus tard. Rick à ce moment avait parcouru plus de 40 000 kilomètres.

Son périple l'a mené dans pas moins de 34 pays, entre autres, l'Angleterre, la France, la Finlande, Israël, l'Australie, la Chine et le Japon. Rick est également passé par les 10 provinces canadiennes et par 23 états américains, en plus de Washington.

Résultats spectaculaires

Il lui a ainsi été possible de ramasser plus de 20 millions de dollars, argent qui a été placé dans un fonds et dont seuls les intérêts sont dépensés chaque année; 50 % de ces intérêts vont à la recherche, tandis que l'autre 50 % est alloué aux programmes dont il a été fait mention précédemment. Jusqu'à présent, le fonds a rapporté plus de six millions de dollars en intérêts.

Vidéo-Presse, janvier 1992, p. 26, Éditions Paulines (version adaptée)

8. In what subject did Rick Hansen earn his university degree? **(1 mark)**

In physical education.

9. What international success had Rick Hansen achieved before undertaking his world tour? **(1 mark)**

He won several marathons.

10. What did Rick Hansen want to bring to people's attention? Be specific. **(1 mark)**

The everyday problems faced by handicapped people.

11. Name **two** purposes for which the money collected would be used. **(1 mark)**

- **Research**
- **Prevention / rehabilitation programs / wheelchair sports**

12. How long did the trip take? Be precise. **(1 mark)**

Two years, two months and one day.

13. Of the original 20 million dollars raised, how much is spent each year? **(1 mark)**

- **None of the original 20 million dollars is spent.**
- **Only the interest.**

**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. Write a journal entry about an event that has influenced your life. Tell what happened and why it was important. **(24 marks)**

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

See holistic scale on pages 9 and 10

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. You are studying at a university in another country and have been asked to write an article describing the advantages of living in Canada. **(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

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 		