

**French 12**  
August 2005 Provincial Examination

**ANSWER KEY / SCORING GUIDES**

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

**Multiple Choice**

<b>Q</b>	<b>K</b>	<b>C</b>	<b>S</b>	<b>T</b>	<b>Q</b>	<b>K</b>	<b>C</b>	<b>S</b>	<b>T</b>
1.	B	U	1	1	20.	C	K	1	2
2.	D	U	1	1	21.	B	U	1	2
3.	B	U	1	1	22.	C	K	1	2
4.	B	U	1	1	23.	A	K	1	2
5.	A	U	1	1	24.	C	K	1	2
6.	D	U	1	1	25.	A	U	1	2
7.	B	U	1	1	26.	A	U	1	2
8.	D	U	1	1	27.	A	U	1	2
9.	B	U	1	1	28.	D	H	1	2
10.	C	U	1	1					
					29.	B	K	1	2
11.	D	K	1	2	30.	A	U	1	2
12.	C	U	1	2	31.	B	U	1	2
13.	C	K	1	2	32.	B	U	1	2
14.	D	K	1	2	33.	C	U	1	2
15.	A	U	1	2	34.	B	U	1	2
16.	A	K	1	2					
17.	D	H	1	2					
18.	D	U	1	2					
19.	C	U	1	2					

**Multiple Choice = 34 marks**

## Written Response

<b>Q</b>	<b>C</b>	<b>S</b>	<b>T</b>	<b>Q</b>	<b>C</b>	<b>S</b>	<b>T</b>
1.	U	1	2	9.	U	1	2
2.	U	2	2	10.	U	1	2
3.	U	1	2	11.	U	1	2
4.	U	1	2	12.	U	1	2
5.	U	1	2	13.	U	1	2
6.	U	1	2	14.	H	18	3
7.	U	1	2	15.	H	24	3
8.	U	1	2				

**Written Response = 56 marks**

Multiple Choice = 34 (34 questions)

Written Response = 56 (15 questions)

**EXAMINATION TOTAL = 90 marks**

### **LEGEND:**

**Q** = Question Number

**C** = Cognitive Level

**T** = Topic

**K** = Keyed Response

**S** = Score

## AUTHENTIC DOCUMENT B

Value: 7 marks

Suggested Time: 6 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.



### LES NIVEAUX ALIMENTAIRES : RÉPARTITION DE LA POPULATION MONDIALE

% de la population mondiale (nombres largement arrondis)	Niveau alimentaire	Calories par jour	Protéines animales (grammes)	Pays et régions
20 % (900 millions)	Alimentation excessive	3000 à 5000	plus de 50	Amérique du Nord, Océanie, la plupart des pays d'Europe de l'Ouest, les minorités privilégiées du tiers monde.
5 % (200 millions)	Alimentation satisfaisante	environ 2800	environ 40	Japon
15 % (700 millions)	Malnutrition	2500 et plus	10 à 20	Corée du Sud, Corée du Nord, Turquie, Mexique, Égypte, Brésil
20 % (900 millions)	Malnutrition	environ 2300	10 à 15	Chine
30 % (1300 millions)	Sous-nutrition	environ 2000	5 à 10	Inde, Bangladesh
10 % (500 millions)	Famine	environ 1500	5	Les principales « poches de famine » se trouvent en Asie du Sud et du Sud-Est (Pakistan, Indonésie, Philippines) et dans certains pays d'Afrique et d'Amérique latine.

Richard Aplin, *Ça y est*, p. 102, Hodder and Stoughton Ltd., Britain (1988).  
Reproduced by permission of Hodder Arnold. (version adaptée)

1. What caution is offered with respect to the reported percentages? **(1 mark)**

**They are rounded off.**

2. What are the two factors that determine the nutritional level of the people of a region? **(2 marks)**

- **Calories consumed per day**
- **Grams of animal protein consumed**

3. Which segment of the population of the Third World countries have more than enough to eat? **(1 mark)**

**The privileged minority**

4. Which country or region is presented as having the most satisfactory level of food consumption? **(1 mark)**

**Japan**

5. What percentage of the world's population is not sufficiently fed? **(1 mark)**

**75%**

6. Where on the Americas' continent are people starving? **(1 mark)**

**Latin America / Central America**

## AUTHENTIC DOCUMENT C

Value: 7 marks

Suggested Time: 7 minutes

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

### L'OURS POLAIRE



L'ours blanc est le plus gros des carnivores terrestres. Il se nourrit principalement de phoques, qu'il attend à leur trou de respiration, où il peut rester plusieurs heures. Mais il ne réussit qu'une fois sur 20.

Il peut vous sentir bien avant que vous ne l'aperceviez : jusqu'à 30 km de distance. Son odorat est 100 fois plus sensible que celui d'un humain.

Très haut sur des pattes très longues, malgré les apparences, il peut courir jusqu'à 60 km/h, selon certains auteurs. La vitesse maximale enregistrée serait de 40,2 km/h. Par contre, il se déplace presque toujours très lentement, parce que son organisme évacue mal la chaleur; c'est pour se refroidir qu'il se jette souvent à l'eau.

Car les ours blancs sont aussi des nageurs puissants. Ils ont les pattes semi-palmées. Leur fourrure les aide à flotter : les poils sont creux et remplis d'air.

Particularité : l'ours blanc est... noir. En effet, sa peau est noire, pour mieux absorber les rayons du soleil; car les poils, qui nous apparaissent blancs, sont transparents à la lumière et conduisent celle-ci vers la peau.

Il n'y a pas que sa fourrure qui le protège du froid, mais également une épaisse couche de graisse, qui peut atteindre plus de 10 cm et qui lui servira aussi de réserve d'énergie pendant l'hibernation. Cette couche de graisse est si isolante qu'on ne peut pas repérer un ours blanc à l'infrarouge sur la glace!

Jean Paré, « Le seigneur des glaces. Un champion du métabolisme », *L'actualité*, (Géographica, mars-avril 2002) p. 9 (version adaptée)

7. How does the polar bear hunt seals? (1 mark)

**He waits at their breathing hole.**

8. How often is the bear successful in capturing a seal? Give the ratio. (1 mark)

**One out of 20 times.**

9. What assists the bear in avoiding human contact? (1 mark)

**His sense of smell / he can smell you before you can see him (up to 30 km away).**

10. Why does the bear generally move slowly? (1 mark)

**To stay cool / does not dissipate heat well.**

11. Name one anatomical feature that helps the bear be such a good swimmer. (1 mark)

- **semi-webbed paws**
- **fur**
- **hollow hairs**

12. What is a polar bear's skin colour? (1 mark)

**black**

13. Why is it not possible to locate a bear using infrared technology? (1 mark)

**The bear is too well insulated / The fat layer is too thick to let the heat escape.**

## PART C: WRITING COMPETENCY

### OPINION

Value: 18 marks

Suggested Time: 20 minutes

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

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

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

14. You have been asked to be part of the 2005 Grey Cup half-time planning committee. Whom would you recommend to perform and why?

On vous a proposé de participer à la planification de la mi-temps de la coupe Grey 2005.

Qui aimeriez-vous voir sur scène et pourquoi?

(18 marks)

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

**See scoring guide on page 10 and its glossary of terms on page 9.**

## 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. An introduction, development, and conclusion
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. Write a story beginning with the sentence: “It was a dark and stormy night.”

Racontez une histoire qui commence par : « La nuit était sombre et orageuse. » **(24 marks)**

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

**See scoring guide on page 11 and its glossary of terms on page 9.**



**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 <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</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 18–mark writing task)**

	<b>Message/Information</b>	<b>Language</b>	<b>Vocabulary/Idiom</b>
<b>The 4 Response</b>	<ul style="list-style-type: none"> <li>• has ideas that are well developed and flow clearly and logically</li> <li>• is 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 a good range of generally appropriate vocabulary/idioms which are predominantly correct</li> </ul>
<b>The 3 Response</b>	<ul style="list-style-type: none"> <li>• has ideas that are adequately developed and generally clear</li> <li>• is 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>• occasionally goes beyond basic sentence structure</li> <li>• may have errors which weaken the meaning</li> </ul>	<ul style="list-style-type: none"> <li>• occasionally goes beyond high frequency vocabulary/idioms but may have occasional errors.</li> </ul>
<b>The 2 Response</b>	<ul style="list-style-type: none"> <li>• has ideas that are often simplistic and lack development</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 1 Response</b>	<ul style="list-style-type: none"> <li>• has limited ideas and development</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 non-functional sentence structure</li> <li>• has errors which impede 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>		

**FRENCH 12 SCORING GUIDE**  
**(for 24–mark writing task)**

	<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>		