

French 12
August 2007 — Form A
 Provincial Examination — Answer Key

Cognitive Processes	Weightings	Question Types
K = Knowledge	11%	35 = Multiple Choice (MC)
U = Understanding	41%	15 = Written Response (WR)
H = Higher Mental Processes	48%	

Topics	Weightings
1. Linguistic Competency Component	11%
2. Reading Competency Component	42%
3. Writing Competency	47%

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	C	U	1	1	—	MC
2.	B	U	1	1	—	MC
3.	A	U	1	1	—	MC
4.	B	U	1	1	—	MC
5.	C	U	1	1	—	MC
6.	D	U	1	1	—	MC
7.	B	U	1	1	—	MC
8.	A	U	1	1	—	MC
9.	D	U	1	1	—	MC
10.	A	U	1	1	—	MC
11.	C	K	1	2	—	MC
12.	D	K	1	2	—	MC
13.	D	U	1	2	—	MC
14.	C	U	1	2	—	MC
15.	A	K	1	2	—	MC
16.	C	U	1	2	—	MC
17.	D	K	1	2	—	MC
18.	B	U	1	2	—	MC
19.	C	H	1	2	—	MC
20.	C	K	1	2	—	MC
21.	A	U	1	2	—	MC
22.	D	H	1	2	—	MC
23.	D	U	1	2	—	MC
24.	A	K	1	2	—	MC
25.	D	U	1	2	—	MC
26.	B	K	1	2	—	MC
27.	A	K	1	2	—	MC
28.	C	U	1	2	—	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
29.	B	U	1	2	–	MC
30.	C	K	1	2	–	MC
31.	B	U	1	2	–	MC
32.	B	U	1	2	–	MC
33.	A	U	1	2	–	MC
34.	C	K	1	2	–	MC
35.	B	K	1	2	–	MC

French 12
August 2007
 Provincial Examination — Written-Response Key

Cognitive Processes	Weightings	Question Types
K = Knowledge	11%	35 = Multiple Choice (MC)
U = Understanding	41%	15 = Written Response (WR)
H = Higher Mental Processes	48%	

Topics	Weightings
1. Linguistic Competency Component	11%
2. Reading Competency Component	42%
3. Writing Competency	47%

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	U	1	2	–	WR
2.	–	U	1	2	–	WR
3.	–	U	1	2	–	WR
4.	–	U	1	2	–	WR
5.	–	U	1	2	–	WR
6.	–	U	1	2	–	WR
7.	–	U	1	2	–	WR
8.	–	U	1	2	–	WR
9.	–	U	1	2	–	WR
10.	–	U	1	2	–	WR
11.	–	U	1	2	–	WR
12.	–	U	1	2	–	WR
13.	–	U	1	2	–	WR
14.	–	H	18	3	–	WR
15.	–	H	24	3	–	WR

French 12
August 2007
Provincial Examination — Scoring Guide

AUTHENTIC DOCUMENT 2

INSTRUCTIONS: Read the following document and answer questions 1 to 6 in **English** in the **Response Booklet**. Write in **ink**. Your answers must be based on the document. Complete sentences are not required.



LES BILLETS

Un certain nombre de signes de sécurité ont été incorporés dans les billets; ils permettent de reconnaître immédiatement un billet authentique.

VOICI QUELQUES CONSEILS :

- € Touchez l'impression « en relief » : les procédés spécifiques d'impression donnent au billet son toucher unique.
- € Regardez le billet à la lumière : on distingue alors la bande sécuritaire.
- € Inclinez le billet : sur un côté du billet, on peut alors voir l'image changeante sur la bande métallisée holographique (sur les billets de petite valeur).
- € Inclinez le billet : de l'autre côté du billet, on peut alors voir le brillant de la bande (sur les billets de petite valeur) ou l'encre à couleur changeante (sur les billets de grosse valeur).

LES PIÈCES

- € Les pièces en euros sont fabriquées en combinant deux métaux, ce qui rend leur reproduction facilement détectable.
- € Chacune des pièces de l'euro comporte une face commune aux pays de l'Union économique et monétaire et une face nationale dont le dessin propre à chaque pays est entouré de douze étoiles.
- € Les pièces sont facilement identifiables, puisqu'elles se distinguent les unes des autres à la fois par leur poids et leur épaisseur.
- € Les préoccupations de santé publique ont aussi été largement considérées, puisque la quantité de nickel (métal allergisant) a été réduite pour les pièces de 1 et 2 euros, alors que les autres pièces n'en ont pas.

1. How can you determine if a euro bill is authentic when holding it up to the light?

You can see the security strip / strand / band.

2. What aspect on large denomination euro bills can you detect by tilting them?

The ink that changes colour.

3. What makes euro coins difficult to counterfeit?

They are made of two metals.

4. How can you identify the country of origin of a euro coin?

One side of the coin has a design specific to that country.

5. What is one way in which euro coins of various values differ from one another?

- **their thickness**
- **their weight**

6. What has been done to make one euro and two euro coins safer to handle?

Their nickel content has been reduced.

AUTHENTIC DOCUMENT 3

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



Voici une liste de préparatifs :

Une semaine avant

- Faire interrompre la livraison des journaux.
- Donner à un parent (ou à un ami) une copie de notre itinéraire et les coordonnées des endroits où on séjournera.
- Avec les enfants, choisir les jeux qu'ils veulent emporter. Au besoin, leur acheter quelques petites surprises à leur donner en voiture.
- Passer prendre nos médicaments à la pharmacie, si nécessaire.

Deux jours avant

- Se réserver du temps pour les derniers achats.
- Mettre dans l'auto notre itinéraire, les cartes routières et les guides de voyage.
- Préparer le savon à lessive, la corde et les épingles à linge, pour les lavages à la main.

- Si on doit voyager de nuit, mettre nos effets personnels dans un sac léger contenant sous-vêtements, maillots, serviettes et produits de toilette. Cela nous évitera de chercher dans nos valises.

La veille

- Prévenir les voisins de notre départ.
- Faire le plein d'essence.
- Sortir les vêtements du lendemain.

Le jour même

- Vider toutes les poubelles de la maison.
- Faire le tour de la maison pour vérifier les fenêtres, les portes extérieures, les rideaux (les laisser mi-ouverts), les robinets, le four et la cafetière.
- Faire une ronde d'inspection à l'extérieur de la maison.

Bonnes vacances!

Pour recevoir la liste des hôpitaux et médecins recommandés par
l'Association internationale pour l'assistance médicale des voyageurs (IAMAT) :
☎ (519) 836-0102.

Lurette Gervais

7. Name one piece of information that you should give to a reliable person before leaving on your vacation.
- **your itinerary**
 - **the address / contact information of the places at which you will be staying**
8. What is one way to prepare for travelling with children?
- **choose with them the games to bring along**
 - **buy surprises to give during the trip**
9. What advice is given to people on medication?
- to pick up or to fill their prescription / medication**
10. When is it suggested that you do your last bit of shopping to prepare for the trip?
- two days before leaving**
11. What is suggested if travelling at night?
- that personal items be kept in a small bag**
12. What is one thing that you should do the day before departure?
- **gas up the car**
 - **prepare next day's clothes**
 - **inform neighbours of your departure**
13. What information would you get by calling (519) 836-0102?
- a list of hospitals / doctors**

PART C: WRITING COMPETENCY

Value: 47%

Suggested Time: 50 minutes

SHORT ESSAY: OPINION

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

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

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

14. Write a letter to your principal, suggesting why your high school should help the local community and how.

Écrivez une lettre au directeur ou à la directrice de votre école pour lui suggérer pourquoi l'école devrait aider la communauté et de quelle façon.

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

See scoring guide on page 9 and its glossary of terms on page 8.

LONG ESSAY: NARRATIVE

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

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

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

15. You have met a remarkable person. Explain why this person is remarkable and how he/she has influenced you.

Vous avez rencontré une personne remarquable. Expliquez pourquoi cette personne est remarquable et comment elle vous a influencé(e).

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

See scoring guide on page 9 and its glossary of terms on page 8.

FRENCH 12
GLOSSARY OF TERMS FOR SCORING GUIDES

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.,
 – Il fait beau.
 – tu vs. vous
 – J'ai faim.

Language • use of past, present and future
 • sentence structure
 • spelling

Completes the task • Length of response meets the minimum suggested number of words.

FRENCH 12 SCORING GUIDE
(for writing tasks)

	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 are 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 are 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 are 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 		