



**EDUCATIONAL QUALITY AND
ASSESSMENT PROGRAMME**



Scoring Rubric 2019



**South Pacific
Form
Seven
Certificate**



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STRAND 1: LISTENING**Major Learning Outcome 1**

Students are able to listen to and comprehend a wide variety of spoken French texts

Sub-strand 1.2: Dictation

Key Learning Outcome: Students are able to listen to and transcribe a passage or passages from a wide variety of spoken French, through:

- understanding much of what is spoken by other speakers of French about a wide range of topics
- transcription of texts decoded from spoken French.

Part 1 : Dictation**Questions 1.1a – 1.1d**

1	Ce matin j'ai prévu aller au marché.
2	mais je n'en ai vraiment pas envie.
3	Il faudra absolument que j'y aille.
4	car il n'y a plus rien dans le frigo.
5	et j'ai ma belle-sœur qui arrive en fin d'après-midi.
6	Au moins il fait beau aujourd'hui.
7	C'est bon, je me motive et je bouge.
8	Avant de partir je prendrai un bon café, bien serré:
9	Cela me fera du bien.
10	Il faut que je prenne de quoi faire une ratatouille.
11	pour accompagner le poisson que j'achèterai.
12	Je ne sais pas encore ce que je vais prendre comme poisson...
13	Je verrai bien ce qu'il me propose.
14	Si je trouve de jolies fraises je ferai une tarte.
15	J'espère que ma belle-sœur sera impressionnée !
16	Si j'avais su que ma belle-sœur allait passer le week-end avec nous.
17	je lui aurais demandé de venir un peu plus tôt.
18	Comme ça on aurait pu aller au marché ensemble.

1.1a Correct spelling when transcribing text.

Multistructural	
2	
1	
0	
NR	

Minor slips : **2**
 Major slips which don't affect comprehension : **1**
 Consistently major slips which affect comprehension: **0**

1.1b Correct punctuation when transcribing text.

Multistructural	
2	
1	
0	
NR	

Minor slips : **2**
 Major slips which don't affect comprehension : **1**
 Consistently major slips which affect comprehension: **0**

1.1c Transcribing speedily and accurately.

Relational	
3	
2	
1	
0	
NR	

Minor slips : **3**
 Some major slips which don't affect comprehension : **2**
 Major slips which render parts of the transcription incomprehensible: **1**
 Major inconsistencies which render the entire transcription incomprehensible : **0**

1.1d Writing is clear and is easy to read.

Unistructural	
1	
0	
NR	

Clear and easy : **1**
 Unclear and illegible : **0**

Sub-strand 1.1: Listening comprehension

Key learning Outcome: Students are able to listen to and comprehend a wide variety of spoken French, through:

- understanding much of what is spoken by other speakers of French about a wide range of topics
- distinguishing between facts, opinions, and hypotheses and recognizing intentions to persuade and influence in different contexts.

Part 2: Listening Comprehension

Recording 1 – Items 1.2a – 1.2e

1.2a Le voyage de Yusaku Muzawa devrait avoir lieu:

Item #	SLO Skill Level	Evidence	Student response level		
			1	0	NR
1.2a	1	Correct answer is ; en 2023	Correct response given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided.	No response

1.2b Maezawa est un milliardaire prétentieux : Vrai Faux

Item #	SLO Skill Level	Evidence	Student response level		
			1	0	NR
1.2b	1	Correct answer includes; Faux – Yusaku Maezawa « se considère comme un rêveur et un homme ordinaire. »	Correct response given as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

1.2c Quel événement a inspiré Maezawa à développer l'amour pour l'art et la musique?

Item #	SLO Skill Level	Evidence	Student response level		
			1	0	NR
1.2c	1	Correct answer is ; son séjour aux États-Unis, en Californie	Correct response given as indicated in the Evidence column.	Incorrect response - wrong choice made from the multiple choices provided.	No response

1.2d Décrivez l'intention de cet enregistrement.

Item #	SLO Skill Level	Evidence	Student response level			
			2	1	0	NR
1.2d	2	Expected evidence is; Ce texte est un bulletin d'information qui vise à informer le public du premier touriste à voyager dans l'espace. De plus, le bulletin révèle plus d'information sur cette personne.	Correct response given as indicated in the Evidence column.	Response does not include all parts as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

1.2e Imaginez que vous avez la chance de rencontrer Yusaku Maezawa. Vous croyez qu'un voyage envers l'espace pourrait être dangereux. Quel conseil lui donneriez – vous? Pourquoi ce conseil?

Item #	SLO Skill Level	Evidence	Student response level					
			4	3	2	1	0	NR
1.2e	4	Expected evidence is; A variety of possible answers are expected. Students must state the advice they would give Yusaku Maezawa. This advice must take into consideration that space voyages are dangerous, as specified in the question. Explanation for advice is provided.	Explanation of advice given is suitable and the fact that space voyages are dangerous is reflected in the advice given.	Explanation accompanies the advice that is given but no consideration of space voyages being dangerous is evident.	Advice that would be given is stated but very brief.	Response only includes one part as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

Part 2: Listening Comprehension
Recording 2 – Questions 1.3a – 1.3d

1.3a Identifiez le nom du journaliste qui se trouve aux États-Unis?

Item #	SLO Skill Level	Evidence	Student response level		
			1	0	NR
1.3a	1	Correct answer is; Anne Corpet	Correct response given as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

1.3b Énumérez deux états où les autorités font appel à la prudence.

Item #	SLO Skill Level	Evidence	Student response level			
			2	1	0	NR
1.3b	2	Correct answer includes; Minnesota, Wisconsin, Michigan et Dakota (A combination of any two mentioned above.)	Correct response given as indicated in the Evidence column.	Response limited to only one state as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

1.3c Définissez l'expression suivante : « sans domicile fixe » dans vos propres mots.

Item #	SLO Skill Level	Evidence	Student response level		
			1	0	NR
1.3c	1	Correct answer includes; Sans abri ou sans maison	Correct response given as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

1.3d Quel est l'objectif de cet enregistrement ? Pensez-vous que cet enregistrement est utile. Basez votre réponse sur deux détails mentionnés dans l'enregistrement.

Item #	SLO Skill Level	Evidence	Student response level					
			4	3	2	1	0	NR
1.3d	4	<p>Expected evidence is;</p> <p>L'objectif de l'enregistrement est d'informer le public du froid extrême qui sévit aux États-Unis et de la région touchée. Réponse personnelle aux deuxième partie de la question. Les détails mentionnés sont:</p> <ul style="list-style-type: none"> - Écoles et commerces fermés - Suspension des services postaux - Avions cloués au sol - Ouverture d'abris Supplémentaires, etc. 	<p>Appropriate response to the objective of the recording provided. Explanation of its utility is supported by stating two details from the recording.</p>	<p>Description of objective given. Explanation provided on utility of the recording but only 1 detail provided from the recording to support the answer.</p>	<p>Response limited to describing the objective of the recording. Personal opinion not given.</p>	<p>Response identifies only one part as indicated in the Evidence column.</p>	<p>Incorrect response far from the answer in the evidence column</p>	<p>No response</p>

STRAND 2 : READING**Major Learning Outcome 2**

Students are able to read and comprehend a wide variety of written French texts

Sub-strand 2.1: Reading Comprehension - French

Key learning Outcome: Students are able to read and comprehend a wide variety of written French, through:

- understanding much of what is written by other speakers of French about a wide range of topics
- distinguishing between facts, opinions, and hypotheses and recognise intentions to persuade and influence in different contexts.

Part 2.1: Selecting correct answers to a question**Items 2.1a – 2.1c**

2.1a Qui est l'auteur du texte ?

Item #	SLO Skill Level	Evidence	Student response level		
			1	0	NR
2.1a	1	Correct answer is; Patrick Cloos	Correct response given as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

2.1b Identifiez l'opinion de l'auteur parmi les phrases données ci-dessous.

Item #	SLO Skill Level	Evidence	Student response level		
			1	0	NR
2.1b	1	Correct answer is; Les belges devraient apprendre les événements liés à la colonisation du Congo.	Correct response given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided.	No response

2.1c Expliquez comment l'objectif de l'auteur pourrait être réalisé ?

Item #	SLO Skill Level	Evidence	Student response level				
			3	2	1	0	NR
2.1c	3	Expected evidence is; L'intention de l'auteur pourrait être réalisée par l'intermédiaire de témoignages et d'interviews puisque le texte a pour objectif la création du dialogue entre les communautés Congolaises et Belges.	Correct response given as indicated in the Evidence column.	Valid objective of author is described with some description provided for how the author's intention can be achieved.	Valid objective of author is identified. Answer does not specify how the objective can be achieved.	Incorrect response far from the answer in the evidence column	No response

Sub-strand 2.2: Reading Comprehension - English

Key learning Outcome: Students are able to read and comprehend a wide variety of written French, through:

- understanding much of what is written by other speakers of French about a wide range of topics
- distinguishing between facts, opinions, and hypotheses and recognise intentions to persuade and influence in different contexts.

Part 2.2: Answering Questions on a text

Items 2.2a – 2.2f

2.2a State which expression in the second paragraph indicates that the survival of flora and fauna is endangered?

Item #	SLO Skill Level	Evidence	Student response level		
			1	0	NR
2.2a	1	Correct answer is; « met en péril la biodiversité animale et végétale... »	Correct response given as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

- 2.2b Identify the author's meaning in the following sentence, as used in paragraph 5
«Les ressources de la mer s'épuisent.»

Item #	SLO Skill Level	Evidence	Student response level		
			1	0	NR
2.2b	1	Correct answer includes ; The author is referring to the excessive exploitation of fish in the oceans.	Correct response given as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

- 2.2c Identify a reason why Greenpeace is against « Nucléaire ».

Item #	SLO Skill Level	Evidence	Student response level		
			1	0	NR
2.2c	1	Correct answer includes ; The author is against « Nucléaire » because it is dangerous, useless, and costly (dangereux, inutile, et coûteux). (A minimum of 1 reason is expected)	Correct response given as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

- 2.2d Explain why the author has chosen words with a negative connotation in spite of the factual tone of the text.

Item #	SLO Skill Level	Evidence	Student response level				
			3	2	1	0	NR
2.2d	3	E; In spite of the fact that the text is factual, which is proved by the presence of statistics such as percentage, the author has used words such as « menace » and « bouleversée » in order to reinforce the message of Greenpeace. This is accomplished by the emotive/emotional appeal of the words mentioned above.	Correct response given as indicated in the Evidence column.	Description provided for the use of the words, but does not mention the emotive/emotional appeal or any other valid impact.	Response identifies only one part as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

2.2e Summarise the text

Item #	SLO Skill Level	Evidence	Student response level				
			3	2	1	0	NR
2.2e	3	<p>Correct answers include;</p> <p>This text analyses and aims to sound the alarm in regards to the world environmental problems which are categorised as climate, forests, genetically modified organisms, nuclear energy and oceans. The text explains various reasons why our planet is in danger and lists the important challenges launched by Greenpeace in order to encourage readers to save the environment. The text is a summary of Greenpeace's environmental politics.</p>	Correct response given as indicated in the Evidence column.	Summary provided but lacking some of the points mentioned in the Evidence.	Limited summary given which lacks most of the points as given in Evidence.	Incorrect summary.	No response

2.2f Evaluate the suitability of the text for its intended purpose.

Item #	SLO Skill Level	Evidence	Student response level					
			4	3	2	1	0	NR
2.2f	4	<p>Expected evidence is;</p> <p>A variety of possible answers are expected. Overall, the text is effective in creating awareness by not only stating the problems, but also giving statistics, and other facts to support the main idea. Also, the information is categorised into 5 broad areas of concern in order to make the reader realise the dangers posed to these. The text is also emotive in nature as it uses words such as « malade » and « drastique»</p>	Correct response as indicated in the Evidence column.	Not all the information in the evidence column is included. For example, statistics/facts are not mentioned, etc.	Answer limited to describing 2 details as stated in the Evidence but no linkage of ideas.	Response identifies only one part as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

Sub-strand 2.1: Reading Comprehension - French

Key learning Outcome: Students are able to read and comprehend a wide variety of written French, through:

- understanding much of what is written by other speakers of French about a wide range of topics
- distinguishing between facts, opinions, and hypotheses and recognise intentions to persuade and influence in different contexts.

Part 2.3: Answering Questions on a passage

Items 2.3a – 2.3d

2.3a Énumérez deux sports mentionnés dans le texte.

Item #	SLO Skill Level	Evidence	Student response level			
			2	1	0	NR
2.3a	2	Correct answer includes ; Les sports mentionnés sont : Basket, hand-ball, football et volley. (Any 2 should be mentioned).	Correct response given as indicated in the Evidence column.	Response limited to only one sport as indicated in the Evidence column.	Incorrect response far from the answer in the evidence column	No response

2.3b Indiquez quelle phrase en paragraphe deux est vraie parmi celles données ci-dessous.

Item #	SLO Skill Level	Evidence	Student response level		
			1	0	NR
2.3b	1	Correct answer is ; Avec le temps, on arrive à mieux se connaître.	Correct response given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided.	No response

2.3c En vous basant sur le paragraphe intitulé « **Rester soi même** » reliez la colonne de gauche à celle de droite. Écrivez la lettre correspondante dans la colonne vide.

Item #	SLO Skill Level	Evidence	Student response level																						
			1	0	NR																				
2.3c	1	Correct answer is; <table border="1" data-bbox="398 379 1048 641"> <tr> <td>i</td> <td>Pour éviter les problèmes graves, il faut</td> <td>c</td> <td>a</td> <td>de prétendre être ce qu'on n'est pas.</td> </tr> <tr> <td>ii</td> <td>Il n'est pas nécessaire</td> <td>a</td> <td>b</td> <td>n'est pas nécessaire pour se joindre aux autres.</td> </tr> <tr> <td>iii</td> <td>Dans un groupe, il doit</td> <td>d</td> <td>c</td> <td>garder une indépendance d'esprit.</td> </tr> <tr> <td>iv</td> <td>La perfection</td> <td>b</td> <td>d</td> <td>y avoir des personnes de caractères différents.</td> </tr> </table>	i	Pour éviter les problèmes graves, il faut	c	a	de prétendre être ce qu'on n'est pas.	ii	Il n'est pas nécessaire	a	b	n'est pas nécessaire pour se joindre aux autres.	iii	Dans un groupe, il doit	d	c	garder une indépendance d'esprit.	iv	La perfection	b	d	y avoir des personnes de caractères différents.	At least 1 correct response given as indicated in the Evidence column.	Incorrect response – all phrases are mismatched.	No response
i	Pour éviter les problèmes graves, il faut	c	a	de prétendre être ce qu'on n'est pas.																					
ii	Il n'est pas nécessaire	a	b	n'est pas nécessaire pour se joindre aux autres.																					
iii	Dans un groupe, il doit	d	c	garder une indépendance d'esprit.																					
iv	La perfection	b	d	y avoir des personnes de caractères différents.																					

2.3d Résumez le paragraphe intitulé « **Faire le premier pas** ».

Item #	SLO Skill Level	Evidence	Student response level				
			3	2	1	0	NR
2.3d	3	Expected evidence is; Le paragraphe intitulé « Faire le premier pas » donne des conseils pour se faire des amis via des questions que nous pourrions poser aux autres, comme les autres étudiants et les professeurs. Il faut aussi sourire souvent et être courageux en offrant l'aide à un groupe qui se prépare pour quelque chose.	Correct response given as indicated in the Evidence column.	Summary provided but lacking some of the points mentioned in the Evidence.	Limited summary given which lacks most of the points as given in Evidence.	Incorrect summary.	No response

STRAND 4 : WRITING**Major Learning Outcome 1**

Students are able to use written French in a wide variety of contexts

Sub-strand 4.1: Writing skills – Personal Reading

Key Learning Outcome: Students are able to use written French from a personal reading through:

- using resources (e.g. dictionaries, glossaries) to experiment with new language and review their writing for accuracy
- writing about a range of topics
- selecting words and expressions that are appropriate for their purpose and intended audience
- using language to inform, to defend a point of view, to persuade and to entertain.

Part 4.1: Novel, Short Story or Film study

Students are to choose 1 option only. [From 4.1a or 4.1b or 4.1c]

Provided below is a Generic Scoring Rubric for scoring students' response.

Dimensions/ KLO	Skill Level 0 Prestructural	Skill Level 1 Unistrucltural	Skill Level 2 Multistructural	Skill Level 3 Relational	Skill Level 4 Extended Abstract
i. Use appropriate grammatical skills in writing	Student makes grammatical errors which hinder comprehensibility.	Student is able to communicate effectively using writing. Mostly free of grammatical error.			
ii. Use linking words for cohesion of ideas	Student fails to make use of cohesion.	Student is able to link ideas using appropriate cohesive devices. Minor errors occur.			
iii. Use appropriate words suitable for purpose and audience	Student fails to use words appropriate for purpose and audience.	Student is able to select vocabulary which is appropriate for the purpose of the written text and the audience.			
iv. Provide supporting details	Student fails to provide supporting details.	Provides only basic details. No example to substantiate details.	Provides two-three details. Well supported by examples.		
v. Write a text to a target audience for a specified purpose.	Student fails to write for appropriate target audience.	Writing does not reflect target audience except in a few instances. Purpose of writing	Writing reflects target audience frequently. Purpose of writing is mostly clear.	Writing reflects target audience. Purpose of writing is explicitly evident.	

		is not always clear.			
vi. Develop a number of related and extended ideas.	Student fails to develop and extend relevant ideas.	Only a very basic knowledge of topic is evident. Fails to provide examples or quotations from the text to support ideas.	Some knowledge of topic is evident. Fails to provide examples or quotations from the text to support ideas.	Sufficient knowledge of topic is evident. Interprets the question adequately. Some examples or quotations given to support ideas.	Detailed knowledge of the topic is evident. Relevant examples and quotations from the text are used effectively.

Sub-strand 4.2: Writing skills – General Topic

Key Learning Outcome: Students are able to use written French in a wide variety of general topics through:

- using resources (e.g. dictionaries, glossaries) to experiment with new language and review their writing for accuracy
- writing about a range of topics
- selecting words and expressions that are appropriate for their purpose and intended audience
- using language to inform, to defend a point of view, to persuade and to entertain.

Part 4.2: General Topic

Students are to choose 1 option only. [From 4.2a or 4.2b or 4.2c]

Provided below is a Generic Scoring Rubric for scoring students' response.

Dimensions/ KLO	Skill Level 0 Prestructural	Skill Level 1 Unistructural	Skill Level 2 Multistructural	Skill Level 3 Relational	Skill Level 4 Extended Abstract
i. Use appropriate grammatical skills in writing	Student makes grammatical errors which hinder comprehensibility.	Student is able to communicate effectively using writing. Mostly free of grammatical error.			
ii. Use appropriate words suitable for purpose and audience	Student fails to use words appropriate for purpose and audience	Student is able to select vocabulary which is appropriate for the purpose of the written text and the audience.			
iii. Use a writing style that suits purpose of text	Student fails to use appropriate writing style.	Response does not always have appropriate tone and style.	Response maintains appropriate tone and style throughout.		
iv. Use appropriate writing structure	Student fails to use appropriate writing structure.	The response does not have introduction and conclusion clearly stated. Sentence structure lacks variety and is monotonous.	Response uses correct conventions of required writing structure, that is, introduction, body and conclusion as well as salutations and complimentary close.		
v. Write a text to a target audience for a specified purpose	Student fails to write for appropriate target audience.	Writing does not reflect target audience except in a few instances. Purpose of writing is not always clear.	Writing reflects target audience frequently. Purpose of writing is mostly clear.	Writing reflects target audience. Purpose of writing is explicitly evident.	
vi. Develop a number of related and extended ideas.	Student fails to develop and extend relevant ideas.	Only a very basic knowledge of topic is evident. Fails to provide examples or quotations from the text to support ideas.	Some knowledge of topic is evident. Fails to provide examples or quotations from the text to support ideas.	Sufficient knowledge of topic is evident. Interprets the question adequately. Some examples or quotations given to support ideas.	Detailed knowledge of the topic is evident. Relevant examples and quotations from the text are used effectively.