



**EDUCATIONAL QUALITY AND
ASSESSMENT PROGRAMME**



F

***Scoring
Rubric
2020***

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E

**South Pacific
Form Seven
Certificate**

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3 Luke Street, Nabua, Private Mail Bag, Suva, Fiji.
Telephone: (679) 3370233 Fax: (679) 3370021

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Section 1:

Listening

Major Learning Outcome 1

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

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.

1.1 Attention, Canicule !

1.1a Quel est le ton du texte?

- agaçan
- comique
- informatif

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.1a	1	Informatif	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	No response

1.1b Pendant la canicule, il faudrait demander conseil à un médecin ou un pharmacien si

- vous êtes enceinte
- vous prenez des médicaments
- vous voulez des médicaments

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.1b	1	Vous voulez des médicaments	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	No response

1.1c Ce message ne concerne que les personnes âgées

- Vrai
- Faux

Justification :

Item #	SLO Skill Level	Evidence	Student Response Level				
			3	2	1	0	NR
1.1c	3	Faux: ce message est une alerte publique (Ministère chargé de la santé et de santé publique, France), donc il concerne tout le monde, mais il cible particulièrement les femmes enceintes, les mères avec des bébés et les personnes âgées.	Correct answer given as indicated in the Evidence column.	Answer is given with incomplete justification	Statement is correct but justification is wrong	Incorrect response – wrong statement with wrong justification	No response

1.2 Fans d'Harry Potter

1.2a Il s'agit

- D'une interview
- D'une conversation
- D'un reportage

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.2a	1	D'une conversation	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	No response

1.2b La scène se passe à Londres

- Vrai
- Faux

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.2b	1	Faux	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice	No response

1.2c Décrivez l'intention du document

Item #	SLO Skill Level	Evidence	Student Response Level			
			2	1	0	NR
1.2c	2	Correct answer must include : Ce document est une conversation entre deux amis qui sont fans d'Harry Potter. L'une tente de convaincre l'autre d'aller à Londres, visiter le nouveau magasin d'Harry Potter. De plus, il donne des informations sur les billets d'avion moins chers et le coût du séjour.	Correct answer given as indicated in the Evidence column. (2 or more ideas given without linkage)	Limited explanation given; not including all parts as indicated in the Evidence column	Incorrect response far from the answer in the Evidence column	No response

1.2d « À nous les écharpes Harry Potter et les baguettes magiques ».

Expliquez cette phrase avec vos propres mots.

Item #	SLO Skill Level	Evidence	Student Response Level				
			3	2	1	0	NR
1.2d	3	A variety of possible answers given; however, students' responses must include at least 3 elements related to the sentence: Cette phrase décrit clairement la passion des filles pour Harry Potter, qu'elles ont hâte d'aller à Londres pour s'acheter des produits symboliques de leur personnage préféré.	Correct answer given as indicated in the Evidence column. Two or more elements/ideas are given with linkage.	Only two elements are given with limited explanation	Only one element given with no explanation or clarification given	Incorrect response far from the answer in the Evidence column	No response

1.3 Photographie

- 1.3a Cette annonce s'adresse
- aux photographes professionnels
 - aux journalistes
 - à tous les auditeurs de la radio

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.3a	1	A tous les auditeurs	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	No response

- 1.3b La fonction de ce texte est
- d'informer
 - de critiquer
 - de décrire

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.3b	1	D'informer	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	No response

- 1.3c Citez deux adjectifs qui caractérisent les photos demandées :

Item #	SLO Skill Level	Evidence	Student Response Level			
			2	1	0	NR
1.3c	2	Answer must include TWO of these: Des images lointaines et insolites ; les plus réussies et les plus originales	Correct answer given as indicated in the Evidence column. Or Two ideas/adjectives given.	Answer is given partially (only one correct adjective)	Incorrect response – wrong answer far from the answer given in the Evidence column	No response

- 1.3d Votre ami(e) décide de participer au concours. Quel conseil lui donneriez-vous pour qu'il/elle gagne ?

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
1.3d	4	A variety of answers is possible in which students' responses may include: Students must clearly state their advice to their friend. This advice must take into consideration the requirements of participating in the contest (faire rêver avec des images lointaines et insolites ; photos de voyage les plus réussies et les plus originales ; un cadre exotique ou grandiose ; une situation surprenante ; à soumettre avant le 21 août à Radio-Loisirs soit par courrier soit sur internet). Students must be able to give at least 4 elements. Explanation for advice is provided.	Correct answer given as indicated in the Evidence column. Two or more ideas given which are related to one another. Uses example to justify.	Explanation accompanies the advice that is given but the various requirements of participation are not evident or clear. Or Two or more ideas are given which are related to each other.	Two or more ideas given which are not related.	Only one idea given.	Incorrect response – wrong answer far from the answer given in the Evidence column	No response

Section 2: Reading

Major Learning Outcome 1

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

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 recognize the writer's intentions in different contexts.

2.1 Au restaurant

2.1a Remplissez le tableau selon les critères cités

Item #	SLO Skill Level	Evidence								Student Response Level				
		Le Subtil		Le Parisien		Le Montmartre		Chez Maurice		2	1	0	NR	
2.1ai	2	A	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Correct answer given as indicated in the Evidence column with provision of 2 correct answers	Answer given is partially correct (1 correct answer)	Incorrect response – more wrong than right	No response
		i- plats français avec cadre traditionnel		x	x			x						

Item #	SLO Skill Level	Evidence								Student Response Level				
		Le Subtil		Le Parisien		Le Montmartre		Chez Maurice		2	1	0	NR	
2.1aii	2	A	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Correct answer given as indicated in the Evidence column with provision of 2 correct answers	Answer given is partially correct (1 correct answer)	Incorrect response – more wrong than right	No response
		- place pour 25 personnes et accueillant pour les ados	x					x						

Item #	SLO Skill Level	Evidence								Student Response Level				
		Le Subtil		Le Parisien		Le Montmartre		Chez Maurice		2	1	0	NR	
2.1aiii	2	A	Oui	Non	Oui	Non	Oui	Non	Oui	Non	Correct answer given as indicated in the Evidence column with provision of 2 correct answers	Answer given is partially correct (1 correct answer)	Incorrect response – more wrong than right	No response
		iii- 20 € maximum par personne	x				x	x						

2.1b Quel restaurant vous choisissez ? Pourquoi ?

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
2.1b	4	A variety of answers is possible in which students' responses must include: Le Montmartre, (parce qu'il répond à tous les critères), then provide a relevant justification of their choice, giving enough evidence based on their previous answers.	2 or more ideas with linkage Provided the correct restaurant with reasons. Uses examples to justify. (Correct answer given as indicated in the Evidence column.)	2 or more ideas with linkage. Provided the correct restaurant with reasons.	2 or more ideas without linkage. Correct restaurant with one reason. Or incorrect restaurant but reasons.	Only 1 idea. Provided the correct restaurant with no reason.	Incorrect response – wrong answer far from the answer given in the Evidence column	No response

2.2 SNCF : Un robot humanoïde pour renseigner les voyageurs en Pays de la Loire

- 2.2a Ce document est
- un roman
 - un message d'alerte publique
 - un article de faits divers

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
2.2a	1	Un message d'alerte publique	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	No response

- 2.2b Ce projet
- est proposé dans toute la France
 - est présenté dans une seule gare
 - n'est pas encore expérimenté

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
2.2b	1	Est présenté dans une seule gare	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	No response

2.2c De la liste ci-dessous, donnez deux éléments qui décrivent le ton du texte :

- Informatif
- Comique
- Neutre
- Critique
- Polémique
- Admiratif
- Innovatif

Item #	SLO Skill Level	Evidence	Student Response Level			
			2	1	0	NR
2.2c	2	Correct answer must include: Neutre, informatif, admiratif, innovatif	Any 2 correct answers from the evidence column.	1 correct answer from the evidence column.	Incorrect response – wrong choice made from the multiple choices provided (more wrong than right)	No response

2.2d Devinez le sens de « **Je suis un peu tête en l'air** » :

- Je regarde le ciel
- J'oublie des choses
- Je réfléchis beaucoup

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
2.2d	1	J'oublie des choses	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	No response

2.2e Pepper est là pour remplacer les humains

- Vrai Faux

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
2.2 ^e	1	Faux	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice	No response

2.3 Lorine, 14 ans aime beaucoup son portable et la télé

2.3a « *Je passe beaucoup de temps sur les écrans et je ne peux pas m'en passer* ».

L'auteur a une opinion :

- inquiétante
- comique
- positive

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
2.3a	1	Inquiétante	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	No response

- 2.3b Lorine est libre d'utiliser son portable mais :
- seulement chez elle sous la surveillance de ses parents
 - doit suivre certaines règles
 - uniquement pour ses études

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
2.3b	1	Doit suivre certaines règles	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	No response

2.3c La mère de Lorine n'encourage pas l'utilisation du portable et de l'Internet.

- Vrai Faux

Justification :

Item #	SLO Skill Level	Evidence	Student Response Level				
			3	2	1	0	NR
2.3c	3	Faux : « le soir, Lorine regarde la télé et utilise son portable en même temps, comme ma mère, mais on essaye de le faire de moins en moins pour regarder la télé ensemble »	Correct answer given as indicated in the Evidence column.	Answer is given with incomplete justification	Statement is correct but justification is wrong	Incorrect response – wrong statement with wrong justification	No response

2.3d « C'est un piège, ça crée un sentiment de dépendance. Je m'en rends compte mais je suis accro quand même ». Expliquez cette phrase de Lorine avec vos propres mots.

Item #	SLO Skill Level	Evidence	Student Response Level				
			3	2	1	0	NR
2.3d	3	A variety of possible answers given; however, students' responses must include at least 3 elements related to the sentence: Cette phrase décrit le sentiment de Lorine comme utilisatrice d'internet. Elle sait qu'elle en est dépendante mais elle ne peut rien y faire. Quand elle dit que c'est un piège, elle veut dire que Internet attire ses utilisateurs au point de les rendre dépendants.	Two or more ideas are given with linkage/explanation/clarification/reasoning. Correct answer given as indicated in the Evidence column	Two or more ideas are given without linkage/reasoning	Only one idea given with no reason	Incorrect response – wrong answer far from the answer given in the Evidence column	No response

2.3e Trouvez un synonyme pour « flexible » dans le texte

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
2.3e	1	Souple	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong answer far from the answer given in the Evidence column	No response

SECTION 3: Writing

Major Learning Outcome 1

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

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.

3.1 Informal writing or essay

Students are to choose ONE topic from the options given.

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

Dimensions/KLO	Skill Level 1	Skill Level 2	Skill Level 3	Skill Level 4
3.1i. Write description of opinion and reactions in simple connected text	Only a very basic description of opinion and reactions is evident. Fails to provide examples or illustrations to support ideas.	Some description of opinion and reactions is evident. Fails to provide examples or illustrations to support ideas.	Sufficient description of opinion and reactions is evident. Interprets the question adequately. Some examples or illustrations given to support ideas.	Detailed description of opinion and reactions is evident. Relevant examples, illustrations and arguments are used effectively.
3.1ii. Compare personal values and points of view with those expressed in a text	Student fails to identify personal values and points of view with those expressed in the instructions. Comparison is not clear and evident.	Student slightly identifies personal values and points of view with those expressed in the instructions. There is evidence of comparison, but content is not clear.	Student identifies well personal values and points of view with those expressed in the instructions	
3.1iii. Use appropriate writing structure	The response does not have introduction and conclusion clearly stated.	Responses use conventions of required writing structure, that is, introduction, body and conclusion as well as salutations and complimentary close.		
3.1iv. Provide supporting details for a proposition or an argument	Provides only basic details. No example to substantiate details.	Provides two details. Well supported by examples.		
3.1v. Use linking words for cohesion of ideas	Student is able to link ideas using appropriate cohesive devices. Minor errors occur.			
3.1vi. Identify simple sentence structure	Student is able to structure simple sentences, using appropriate grammatical skills			
3.1vii. Use appropriate words suitable for purpose and audience	Student is able to select vocabulary which is appropriate for the purpose of the written text and the audience.			

3.2 Formal writing

Students are to choose ONE topic from the options given.

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

Dimensions/KLO	Skill Level 1	Skill Level 2	Skill Level 3	Skill Level 4
3.2i. Develop a number of related and extended ideas in the piece of writing	Only a very basic knowledge of topic is evident. Fails to provide examples or illustrations to support ideas.	Some knowledge of topic is evident. Fails to provide examples or illustrations to support ideas.	Sufficient knowledge of topic is evident. Interprets the question adequately. Some examples or illustrations given to support ideas.	Detailed knowledge of the topic is evident. Relevant examples, illustrations and arguments are used effectively.
3.2ii. Write a text to a target audience for a specified purpose	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.	
3.2iii. Use a writing style that suits purpose of the text	Writing style does not suit the purpose of the text	Writing style suits the purpose of the text		
3.2iv. Arrange simple sentences using Subject+Verb+Object	Student is able to well structure the sentences making comprehension easy			
3.2v. Acquire different relevant tenses	Student is able to use appropriate verbs and their tenses, respecting the rules of agreement (<i>concordance des temps</i>)			

PART C: CONCLUSION

- **Recommendations**

It is hoped that the contents of this report are given consideration by being read thoroughly. By taking heed of the observations and trends evident in this year's exam, it is hoped that future teaching and learning practices will become more efficient and effective than it already is. Teachers are encouraged to go through the General and Specific comments given above for recommendations on areas of improvement for the 2021 SFSC French examination.

- **Conclusion**

Finally, French is an important world language and all teachers of French are encouraged to continue the good work in teaching this 'minority' language which, in the Pacific context, has to contend with English. On behalf of the examining team, all schools, teachers and most importantly students who will appear for the SPFSC French examination in the 2021 academic year are wished the best of luck in their preparations.

Thank you / Merci beaucoup