



**EDUCATIONAL QUALITY AND
ASSESSMENT PROGRAMME**



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***Scoring
Rubric
2021***

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**South Pacific
Form Seven
Certificate**

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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 La Nouvelle Tablette

1.1a Il s'agit

- d'un reportage
- d'un entretien
- d'une conversation

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.1a	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

1.1b Quelle est l'opinion de Laurent par rapport à la nouvelle tablette ?

- plutôt négative
- indifférente
- plutôt positive

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

1.1c Trouvez un synonyme de « ponctuel »

- en avance
- à l'heure
- en retard

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

1.1d Sandrine est la seule à avoir une tablette dans sa classe

Vrai Faux

Justification :

Item #	SLO Skill Level	Evidence	Student Response Level				
			3	2	1	0	NR
1.1d	3	Faux: presque toute la classe a une tablette.	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 Notre-Dame de Paris

1.2a Ce document est

- une conversation entre un professeur et son élève
 une conversation entre un parent et son enfant
 une conversation entre deux amis

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.2a	1	Une conversation entre deux amis	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 Paris

Vrai Faux

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

1.2c Trouvez le contraire de « vieilles »

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.2c	1	Correct answer must include one of these: Neuves; Nouvelles	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong word	No response

1.2d Donnez deux caractéristiques des cloches de Notre-Dame

Item #	SLO Skill Level	Evidence	Student Response Level			
			2	1	0	NR
1.2d	2	Correct answer must include TWO of these: Les cloches de Notre-Dame sont nouvelles, ont des prénoms et portent bonheur.	Correct answer given as indicated in the Evidence column.	Limited explanation: only ONE characteristic given	Incorrect response far from the answer in the Evidence column	No response

1.2e Quels sont les deux adjectifs qui décrivent le ton du document ?

- agaçant
- critique
- comique
- polémique
- admiratif

Item #	SLO Skill Level	Evidence	Student Response Level			
			2	1	0	NR
1.2e	2	comique et admiratif	Correct answer given as indicated in the Evidence column.	Limited answer: only ONE adjective given	Incorrect response far from the answer in the Evidence column	No response

1.3 Bali

1.3a Le document a un ton

- neutre
- informatif
- critique

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

1.3b Décrivez l'intention de l'auteur

Item #	SLO Skill Level	Evidence	Student Response Level			
			2	1	0	NR
1.3b	2	Correct answer must include : Ce document est un documentaire sur l'île de Bali en Indonésie. Il a pour but de promouvoir l'île aux touristes et de leur donner envie de la visiter	Correct answer given as indicated in the Evidence column.	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

1.3c Expliquez ces propos avec vos propres mots « [...] beaucoup pensent que l'île a perdu de son authenticité [...] »

Item #	SLO Skill Level	Evidence	Student Response Level				
			3	2	1	0	NR
1.3c	3	A variety of possible answers given; however, students' responses must include at least 3 elements related to the sentence: Cette phrase décrit l'influence du tourisme sur l'île de Bali. Il peut enlever l'authenticité ou ce qui rend Bali unique, ou bien, au	Correct answer given as indicated in the Evidence column	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

		contraire, il peut également la renforcer. Ici, la majorité des personnes pensent que le tourisme a fait perdre à Bali ce qui la rend unique.					
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1.3d Si vous souhaitez découvrir Bali, le meilleur moment pour s'y rendre serait :

- de novembre à avril
- toute l'année
- de mai à octobre

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.3d	1	De mai à octobre	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	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 Colonie de Vacances

2.1a Remplissez le tableau selon les critères cités

Item #	SLO Skill Level	Evidence								Student Response Level				
		Marseille		Genève		Orange		Avignon		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 far from the answer in the Evidence column	No response
		i- Multisports	x		x		x			x				

Item #	SLO Skill Level	Evidence								Student Response Level				
		Marseille		Genève		Orange		Avignon		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 answers)	Incorrect response far from the answer in the Evidence column	No response
		ii- Logement		x		x	x		x					

Item #	SLO Skill Level	Evidence								Student Response Level				
		Marseille		Genève		Orange		Avignon		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 far from the answer in the Evidence column	No response
		iii- séjour de deux semaines avec un budget maximum de 900 €		x		x		x		x				

2.1b Quel séjour 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: Multiactivités à Orange, (parce qu'il répond à tous les critères), then provide a relevant justification of their choice, giving enough evidence based on their previous answers.	Correct answer given as indicated in the Evidence column.	Provided the correct package with limited explanation and justification	Provided the wrong package with relevant justification as compared to the Evidence column	Provided the correct package with no justification	Incorrect response – wrong answer far from the answer given in the Evidence column	No response

2.2 Une fête de toutes les musiques pour tous les publics

2.2a Le ton du document est

- comique
 polémique
 informatif

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

2.2b Trouvez dans le texte un synonyme de « célèbre »

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
2.2b	1	Populaire	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong word	No response

2.2c La Fête de la Musique est réservée aux musiciens de musique française

- Vrai Faux

Justifiez votre réponse

Item #	SLO Skill Level	Evidence	Student Response Level				
			3	2	1	0	NR
2.2c	3	Correct answer must include ONE of these two justifications: Faux : « La Fête de la Musique est, aujourd'hui, une fête européenne et internationale [...] » ; « La Fête de la Musique n'est plus française. Elle est maintenant internationale »	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

2.2d Expliquez cette phrase « [...] la Fête de la Musique invite aussi les grandes institutions musicales (orchestres, opéras, chœurs, etc.) à sortir de leurs murs »

Item #	SLO Skill Level	Evidence	Student Response Level				
			3	2	1	0	NR
2.2d	3	A variety of possible answers given; however, students' responses must include at least 3 elements related to the sentence: Cette phrase décrit la nature de la Fête de la Musique, qu'elle concerne TOUS les genres musicaux. Elle fait passer le message que la musique est partout et non pas restreinte à des salles	Correct answer given as indicated in the Evidence column	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

		d'opéra ou entre les murs des églises, des cathédrales ; « Le territoire de la Fête de la Musique est le plein air, les rues, les places, les jardins, les cours d'immeubles, de musées, ou de châteaux »					
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2.3 Marylou, 18 ans, est tiktokeuse

2.3a Ce texte est :

- Une publicité pour TikTok
- Le portrait d'une jeune fille célèbre pour ses vidéos
- Un article sur le harcèlement scolaire

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
2.3a	1	Le portrait d'une jeune fille célèbre pour ses vidéos	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	No response

2.3b Qui aide Marylou à faire ses vidéos ?

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
2.3b	1	Sa mère : « Parfois, les idées viennent toutes seules. Maman m'aide aussi beaucoup. »	Correct answer given as indicated in the Evidence column (with quote as optional and not compulsory)	Incorrect response far from the answer in the Evidence Column	No response

2.3c Faire les vidéos prend une journée entière

- Vrai Faux

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

2.3d Comment TikTok a changé la vie de Marylou ? Quel effet ça a sur son présent et son avenir ?

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
2.3d	4	A variety of answers is possible in which students' responses must include: TikTok a beaucoup changé la vie de Marylou. D'abord, à seulement 18 ans, Marylou a déjà 2 millions de personnes qui suivent ses vidéos. Mais malheureusement, en première, elle a dû quitter le lycée pour	Correct answer given as indicated in the Evidence column.	Provided enough element to answer the item, however, most of it are quotes and no explanation given	Provided enough element to answer the item, however, explanation is not clear and not well structured	Provided only ONE element from the Evidence column	Incorrect response – wrong answer far from the answer given in the Evidence column	No response

		étudier à la maison à cause du harcèlement. Malgré cela, Marylou a réussi son bac et aujourd'hui prend une année de pause pour gérer ses comptes sur les réseaux sociaux et ses partenariats. Finalement, pour son avenir, beaucoup de choses l'intéressent : la photo, la vidéo, le mannequinat.						
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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 2022 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 2022 academic year are wished the best of luck in their preparations.

Thank you / Merci beaucoup