



**EDUCATIONAL QUALITY AND
ASSESSMENT PROGRAMME**



F

***Scoring
Rubric
2022***

R

E

**South Pacific
Form Seven
Certificate**

N

C

H

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 Les vacances de Chloé

1.1a Chloé a voyagé loin pour ses vacances

- Vrai
 Faux

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

1.1b Trouvez le contraire de « détestable ».

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.1b	1	Adorable	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong word	No response

1.1c Indiquez deux choses que Chloé a fait pendant ses vacances.

Item #	SLO Skill Level	Expected Evidence	Student Response Level			
			2	1	0	NR
1.1c	2	- Elle a beaucoup dormi - Elle s'est promené dans le vieux port - Elle a bien manger	Correct answer given as indicated in the Evidence column. (Any two answers are required)	Only one thing is indicated	Incorrect response - far from the answer in the Evidence column	No response

1.1d Que croit Chloé à propos de son poids ?

Item #	SLO Skill Level	Expected Evidence	Student Response Level		
			1	0	NR
1.1d	1	Elle croit qu'elle a pris quelques kilos (après avoir bien mangé)	Correct answer given as indicated in the Evidence column. The evidence in parentheses is optional.	Incorrect response - far from the answer in the Evidence column	No response

1.1e Quels sont les deux adjectifs qui décrivent le ton du document audio ?

- frustré
- agréable
- fâché
- calme
- déçu

Item #	SLO Skill Level	Evidence	Student Response Level			
			2	1	0	NR
1.1e	2	1. agréable 2. calme	Correct answer given as indicated in the Evidence column.	Only one correct adjective is indicated	Incorrect response - far from the answer in the Evidence column	No response

1.2 Tsunami aux îles Tonga

1.2a Le document a un ton

- informatif
- négatif
- étonné

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

1.2b Indiquez deux choses que le tsunami a détruites.

Item #	SLO Skill Level	Expected Evidence	Student Response Level			
			2	1	0	NR
1.2b	2	- des bateaux - des commerces ou des magasins	Correct answer given as indicated in the Evidence column.	Only one correct item is indicated.	Incorrect response – far from the answer in the Evidence column	No response

1.2c L'électricité a été rétablie dans toutes les parties de Nuku'alofa.

Vrai Faux

Justification:

Item #	SLO Skill Level	Expected Evidence	Student Response Level				
			3	2	1	0	NR
1.2c	3	Faux Justification : « Le courant a été rétabli dans une partie de Nukualofa »	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

1.3 Manger équilibré, ça veut dire quoi ?

1.3a Il s'agit de quel type de document audio ?

- d'une chanson
- d'un reportage
- d'une bande annonce

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

1.3b Pourquoi est-il important de manger ?

- pour avoir un physique intéressant.
- pour avoir de l'énergie pour faire de l'exercice.
- pour assurer le bon fonctionnement du corps.

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.3b	1	Pour assurer le bon fonctionnement du corps.	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong choice made from the multiple choices provided	No response

1.3c Trouvez le synonyme de « sérieuses ».

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.3c	1	graves	Correct answer given as indicated in the Evidence column.	Incorrect response – wrong word	No response

1.3d Quel est l'objectif de ce document audio ?

Item #	SLO Skill Level	Expected Evidence	Student Response Level		
			1	0	NR
1.3d	1	<p>Ce document audio a pour but d'informer les auditeurs sur l'importance de bien manger</p> <p>Or</p> <p>Il informe les auditeurs sur les types d'aliments que l'on doit manger pour être en bonne santé (et sur les types d'aliments que l'on doit éviter).</p>	Correct answer given as indicated in the Evidence column. The evidence in parentheses is optional.	Incorrect response - far from the answer in the Evidence column	No response

1.3e Expliquez la déclaration suivante avec vos propres mots « En un mot, il n'existe pas de recette miracle pour bien manger [...] ».

Item #	SLO Skill Level	Expected Evidence	Student Response Level				
			3	2	1	0	NR
1.3e	3	<p>A variety of possible answers given; however, students' responses must include at least 3 elements related to the sentence:</p> <p>- Cette déclaration signifie qu'il n'y a pas de recette idéale/parfaite/magique pour bien manger.</p> <p>- Cela dépend des personnes et variera en fonction du choix et de la quantité.</p> <p>- Il faut donc savoir ce dont l'on a besoin, et de bien manger afin d'atteindre ces objectifs (perdre du poids, prendre du poids, se muscler, etc.)</p>	<p>Correct answer given as indicated in the Evidence column. The evidence in parentheses is optional.</p> <p>Or</p> <p>Two or more ideas given which relate/link to each other</p>	Two or more independent ideas are given	Only one idea given with no explanation/clarification given	Incorrect response far from the answer 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 L'appartement idéal

2.1a Remplissez le tableau selon les critères cités

Item #	SLO Skill Level	Evidence						Student Response Level				
		Appartement 1		Appartement 2		Appartement 3		2	1	0	NR	
2.1ai	2	a	Oui	Non	Oui	Non	Oui	Non	Correct answer given as indicated in the Evidence column with provision of at least 2 correct answers	Answer given is partially correct (1 correct answer)	Incorrect response far from the answer in the Evidence column	No response
		i- Emplacement	x		x		x					
2.1aii	2	a	Oui	Non	Oui	Non	Oui	Non	Correct answer given as indicated in the Evidence column with provision of at least 2 correct answers	Answer given is partially correct (1 correct answer)	Incorrect response far from the answer in the Evidence column	No response
		ii- Aucun Colocataires	x		x			x				
2.1aiii	2	a	Oui	Non	Oui	Non	Oui	Non	Correct answer given as indicated in the Evidence column with provision of at least 2 correct answers	Answer given is partially correct (1 correct answer)	Incorrect response far from the answer in the Evidence column	No response
		iii- Loyer mensuel maximum de 500 euros		x	x		x					

2.1b Quel appartement choisissez-vous ? Pourquoi ?

Item #	SLO Skill Level	Expected 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: L'appartement 2, (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 apartment with limited explanation and justification	Provided the wrong apartment with relevant justification as compared to the Evidence column Or provided the correct apartment with one idea in justification	Provided the correct apartment with no justification	Incorrect response – wrong answer far from the answer given in the Evidence column	No response

2.2 Merci Papi, Merci Mamie !

2.2a Le ton du document est

- reconnaissant.
- triste.
- indifférent.

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
2.2a	1	Reconnaissant	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 « démodées ».

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

2.2c Juliette déteste apprendre les recettes de sa grand-mère.

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 the following justification: Faux : « Il n’y a rien de plus précieux qu’une recette de grand-mère »	Correct answer given as indicated in the Evidence column.	Statement is correct with incomplete justification	Statement is correct but justification is wrong	Incorrect response – wrong statement with wrong justification	No response

2.2d Résumez ce que Juliette a appris ou a apporté à ses grands-parents

Item #	SLO Skill Level	Expected 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 any 3 elements related to the sentence: - bannir de leur vocabulaire l’expression « les jeunes de nos jours, c’est plus que c’était... » - se servir de Google - se servir d’un ordinateur - montrer le nouvel album du chanteur du moment	Correct answer given as indicated in the Evidence column	Only two elements/ideas are given with no explanation	Only one element/idea given with no explanation or clarification given	Incorrect response far from the answer in the Evidence column	No response

2.3 No 1 : Bonjour tout le monde

2.3a Ce texte est :

- une interview de Carla et Marie-Camille.
- une page de blog sur une mission humanitaire.
- un reportage sur la vie scolaire des filles.

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

2.3b Qu'est-ce que Marie-Camille a étudié ?

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
2.3b	1	Marie-Camille a étudié la psychologie	Correct answer given as indicated in the Evidence column	Incorrect response far from the answer in the Evidence Column	No response

2.3c Les deux filles apporteront de l'équipement pour la salle de classe au Sénégal.

- Vrai Faux

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

2.3d En vous référant aux actions humanitaires des filles, rédigez un commentaire expliquant l'expression « l'éducation est l'arme la plus puissante pour changer le monde ».

Item #	SLO Skill Level	Expected Evidence	Student Response Level					
			4	3	2	1	0	NR
2.3d	4	A variety of answers is possible in which students'	Correct answer given as indicated in the	Provided 2 or more ideas with linkage between	Provided 2 or more ideas without	Provided only ONE element/idea from the	Incorrect response – wrong answer far from	No response

	<p>responses must include:</p> <p>L'expression "l'éducation est l'arme la plus puissante pour changer le monde" signifie que l'éducation est le moyen le plus efficace de transformer la société.</p> <p>Nous vivons dans un monde où les inégalités sont nombreuses, notamment le manque d'accès à l'éducation dans les pays en voie de développement.</p> <p>Il est évident que les deux jeunes filles, Carla et Marie-Camille, vont participer à des actions humanitaires pour améliorer la qualité de vie scolaire des enfants à Dakar.</p> <p>Ce faisant, elles contribuent à l'idée qu'en éduquant ces enfants, on leur fournit une "arme" puissante capable de transformer les vies individuelles, les communautés et les pays.</p>	<p>Evidence column.</p> <p>Or Provided 2 or more ideas with linkage between ideas or explanation. Uses justification to support the answer.</p>	<p>ideas or explanation</p>	<p>linkage/ explanation</p>	<p>Evidence column</p>	<p>the answer given in the Evidence column</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------	-----------------------------	------------------------	------------------------------------------------	--

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 or elsewhere	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 and compares 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 clearly suit the purpose of the text.	Writing style suits the purpose of the text very clearly.		
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 2023 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 2023 academic year are wished the best of luck in their preparations.

Thank you / Merci beaucoup