MARKING SCHEME

KAPSABET BOYS HIGH SCHOOL
2020 MOCK EXAM
501/1
FRENCH
PAPER 1
(Listening Comprehension, Dictation and Composition)
DECEMBER 2020
2 ¾ HOURS

2020 MOCK EXAM
KAPSABET HIGH SCHOOL
Kenya Certificate of Secondary Education
FRENCH
PAPER 1
DECEMBER 2020
2 ¾HOURS

I. LISTENING COMPREHENSION   (15 points)

1. **Passage 1**
   a. Kigali
   b. KBL 465 R
   c. Leurs billets/les billets/billets

2. **Passage 2**
   a. Monsieur Jacques/ M. Jack
   b. Mon repas favori
   c. L'ugali, légumes (traditionnelles), (de la) viande

3. **Passage 3**
   a. Marie
   b. Le 16 juillet
   c. Restaurateur
   d. En se téléphonant/ par téléphoner/ on peut appeler

4. **Passage 4**
   a.
       i. Doit finir un travail important à l'église.
      ii. Michel /Michelle
     iii. Une excursion
      iv. Martin
   b. Du poisson ; du riz
   c. Demain c'est lundi

5. **Passage 5**
   a. Samedi dernier / samedi passée
   b. Des robes
   c. Les robes étaient très chères / trop petites
   d. A la première boutique

6. **Passage 6**
   a. MAYAKA
   b. George
   c. Katanga
   d. 32
   e. 02 46 75 23

II.   DICTATION

On m'a invité à un concert, ce soir, où il y aura un chanteur célèbre. Je voudrais rencontrer ce chanteur. Mes amis et moi, nous sommes très heureux quand nous écoutons ses chansons. Sa voix est excellente et douce. Tout le temps, il donne l'espoir à la jeunesse. Sa musique nous parle de notre passé, la vie présente, nos relations, l'amour et même l'avenir. Cela explique pourquoi les étudiants s'intéressent tellement à quelques matières à l'école.

.

SCORING SCALE FOR DICTATION

The question has 90 items

MARKS	NUMBER OF MISTAKES	RIGHT ITEMS
5	0 – 4	90 – 85
4½	5 – 9	84 – 78
4	10 – 15	77 –72
3½	16 – 22	71 – 65
3	23 – 29	64 – 58
2½	30 – 36	57 – 51
2	37 – 43	50 – 44
1½	44 – 50	43 – 37
1	51 – 57	36 – 30
½	58 – 64	29 – 23
0	65 – 90	22 – 0

III.   FUNCTIONAL WRITTING
   Programme/ Itineraire
   a. **Respect de la consigne (Format)(1 ½points)**
      i.   Lieu   (½ point)
      ii.   Date   (½ point)
      iii. Évènement   (½point)

   b. **Compétence textuelle(1 ½ points)**
      i.   Introduction(½ point)
      ii.   Titre(½ point)
      iii.   Conclusion   (½ point)

   c. **Compétence communicative(4 points)**
      i.   Vocabulaires suffisants*(appropriés/ liés au contexte)*(1 point)
      ii.   Explications*(Au moins trois activités élaborés)*(1½ point)
      iii. Longueur*(au moins demi-page)*(½ point)
      iv.   Aisance relative(1 point)

   d. **Compétence linguistique(3 points)**
      i.   Aspects verbaux: *Nominalisation*(1½ point)
      ii.   Structure : *Syntaxe/ orthographe/accent/ ponctuation/accord* (1½ point)

IV. CREATIVE WRITING

ESSAY CATEGORIZATION	MARK RANGE	POINTS OF INTERPRETATION
Exemplary	15, 14 ½, 14, 13½	**-Original approach in adapting given guideline to articulate information and meaning coherently.** -A wide range of relevant and effective vocabulary used to express emotions, tastes and opinions. -Storyline very clear, well structured; use of complex sentences and apt idioms. -Some minor errors and slips but in general candidate has great grammatical accuracy and great command of the language. **-Many merit ticks.**
Very well written text	13, 12½, 12, 11½	**- The candidate communicates his or her ideas with ease.** - Candidate adopts guidelines to realistic situation but may **lack imagination** which provides the 'spark' in the essay. - Good linkage of ideas. - Few gross errors as appropriate tenses, conjugations, spellings are used. - A significant number of merit ticks **Use of idioms and general vocabulary is largely effective.**
Good	11, 10½, 10, 9½	**-The essay has significant fluency and ease of expression**. -Candidate sticks to the given guideline and communicates clearly using simple sentence forms. -Sentences are varied but not always well structured. -A number of errors and slips in tenses and adjectival agreement. **-The essay may have some merit ticks.**
Quite good	8½, 8, 7½, 7	**-The candidate communicates clearly but in a flat and sometimes uncertain manner**. -Candidate writes simple varied sentences that contain many errors: tenses, agreement and spelling. -Storyline relevant to the given guideline. **-Attempts at complex sentences made (clichés, proverbs,idioms) but these are often strained and sometimes abandoned altogether**. -Storyline can be worked out but the flow is jerky. -Few merit ticks if any.
Fair to rough text	6 ½, 6, 5½, 5	**-The candidates' text communicates little consistent clarity** -Candidate respects guideline provided **-Limited linguistic ability in the French language, resulting in occasional ambiguity** -Candidate cannot avoid frequent errors in grammar, vocabulary and sentence structure -Basic story line with little variety or originality even in correct sentences.
Poor/weak text	4½, 4, 3½ , 3	**The candidates' text communicates little consistent meaning**. -many gross errors make the flow of thought difficult to follow -**Errors are continuous** but one can at least guess what the candidate wants to say. - The subject is **undeveloped, arrangements are weak and the flow is very jerky.**
Very poor	2½, 2, 1½, 1	**-No verifiable communication at all** -Minimal linguistic ability ; -Failure to fit **independent French words into meaningful phrases or sentences.** -The reading process is greatly hampered and even guessing what the candidate wants to say is almost impossible.
Total maximum score	**15.0**	