**NYARAYA**

**FRENCH PP1 MARKING SCHEME 2023**

**Passage 1**

Cette formation est destinée aux **Partenaires ivoiriens**  (1pt)

En quel mois est-ce qu’on aura la formation?

 **Avril** (0.5pt)

Quelles dates sont réservées aux artistes et aux musiciens?

 **11 au 20** (0.5pt)

Deux autres professions dans le programme sont **photographes** et **actrices**  (1pt)

Qu’est-ce qu’on va faire quand on a quinze participants?

**Fermer l’inscription** (0.5pt)

 **2. Passage 2**

Dans cette conversation, la dame parle à un homme qui **vend**  des aliments. (0.5pt)

Avec qui est-ce que la dame va manger?

**Ses camarades**

 (0.5pt)

 Completez le tableau: (2pts)

|  |  |
| --- | --- |
| Aliment |  Quantité |
|  Lait (ii) **Pains** Frites (iv) **Bananes**   | i) **1.5Litres**Trois petits(iii) **2 packets**Huit |

 Selon le dialogue, **la politesse** est essentielle dans la vie. (0.5pt)

 **3.Passage 3**

 a) Ce texte donne les étapes pour opérer un **téléviseur** qui est fabrique au **Japon** (1pt)

 b) Completez le tableau:

|  |  |
| --- | --- |
| Outil |  Fonction |
| 1. **Appuyer sur le bouton vert**

ii) Telecommande (iii) **Cercle** jaune  | Allumer l’appereil(ii)**Regler** le son(iii)**Choisir la chaine**Eteindre l’appareil. |

 c) L’appareil doit être loin de **l’equide/de la chaleur** (0.5pt)

**4. Passage 4**

 a) (i) De quelle partie du corps parle-t-on ici? (0.5pt)

 **Les dents**

 ii) Pour sa protection, il faut

 **Prendre des carrots/canne à sucre** et **les brosser** **régulièrement/boire de l’eau.**

 b) Quatre lettres citées dans le texte sont;

 i) **d**

 ii) **f**

 iii) **v**

 iv) **g et s**

 c) On **Sourit** pour avoir de belles images (0.5pt)

**DICTEE (05pts)**

Il y a des moments pour se detendre.Moi, je m’assieds au-dessus d’un arbre et j’admire la nature. Quel spectacle! Avec mes amis, on compte les oiseaux et les insectes. Peut-on étudier aussi leur mouvement? Bien sûr, si on est vraiment tranquille, mais quelquefois, ils volent trop vite! Ensemble, nous nous posons des questions qui vous aident à comprendre, nos choix et vos actions. Après une quarantaine de minutes on se lève .La vie doit continuer, n’est-ce pas?

**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 good1 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 improper