

1. PARTIE TECHNIQUE (20%)**Exercise 1**

1	A
2	B
3	C
4	B
5	D
6	A
7	C
8	C
9	D
10	B
11	B
12	A

13	C
14	D
15	D
16	B
17	B
18	A
19	A
20	B
21	A
22	B
23	C
24	C

Exercise 2: Half a point for spelling mistakes. Confusion *do/does* or *don't/doesn't* or any other verb form are NOT spelling mistakes.

1. My son fell down the stairs.
2. Can Tom come visit you / me today?
3. You aren't coming / are not coming with us to the beach. / I am not coming with you to the beach.
4. It probably will snow tomorrow. / It will probably snow tomorrow.
5. Does Marianne go to the cinema every week?
6. Jimmy didn't / did not think about his girlfriend all day long.

2. PARTIE COMPREHENSION (40%)

Exercise 1: Verbs can be given in the infinitive or in the form used in the text. Spelling mistakes are NOT tolerated. Spelling mistakes = 0 points

1. an employee (ll.1-4) (noun)	<i>(a) workman (l.2)</i>
2. produce light (ll.5-9) (verb)	<i>shone / to shine (l.6)</i>
3. merit (ll.10-14) (verb)	<i>(to) earn(ed) (l.11)</i>
4. leave (ll.10-14) (verb, 2 words)	<i>(to) start(ed) off (l.13)</i>
5. naked (ll.15-18) (adjective)	<i>bare (l.15)</i>
6. after some time (ll.19-21) (expression, 3 words)	<i>by and by (l.19)</i>
7. small pieces of bread (ll. 10-21) (noun)	<i>crumbs (l.21)</i>
8. to walk up (verb, ll.22-26)	<i>(to) climb(ed) (l.22)</i>
9. in a friendly way (ll.27-31) (adverb)	<i>kindly (l.27)</i>
10. a dress (ll.37-41) (noun)	<i>gown (l.37)</i>
11. confuse (ll.42-46) (verb)	<i>(to) mistake(n) (l.44)</i>
12. small stone (ll.53-58) (noun)	<i>pebble (l.53)</i>

Exercise 2 – Reading comprehension (1 point for EACH correct answer)

1 – B (l.2)	8 – B False (l.15, pleasant)	15 – B False (l.52)
2 – B False (ll.2-4)	9 – C (ll.15-18)	16 – A True (l.56)
3 – C (ll.5-6)	10 – A (ll.20-21)	17 – B False (l.61-63)
4 – A (l.8)	11 – C (ll.24-26)	18 – A / F (general)
5 – B (l.11)	12 – B (l.31)	
6 – B (l.11-12)	13 – A (ll.34-35)	
7 – A (l.13-14)	14 – A / D / F (ll.36, 37, 43-44)	

Part 3 – Writing

3. PARTIE EXPRESSION (40%)

Content and references: one point per element mentioned. Students are not expected to write each of the 4 elements in a complete way, it's a matter of "and / or". So, even if the 4 elements are partial but clear for the text to be coherent and relevant, points are given. Half points can be given if necessary.

- very poor: nothing, **0 point**
- poor: only very basic mention of some elements, **1 point**
- satisfactory: just enough to understand, **2 points**
- good: mentions most elements fairly completely, **3 points**
- excellent: mentions all elements extensively / very clearly, **4 points**

Elements to answer part A:

1. Twenty years ago / summer / she was staying with her mother in a cottage in the woods / She was sixteen
2. Her uncle hadn't built the cottages properly / the cottage was not safe / she was staying in a cottage that was unsafe / cottage built by uncle
3. The cottage collapsed / her mother was outside / Alice was inside reading a book / She died / she became a ghost
4. Her feelings about it

Elements to answer part B:

1. Bella, Elise and Gracie get lost in the woods / during a school trip
2. Alice makes herself visible to Bella / she takes them to an old house in the woods
3. Elise hears Mr Green and Mark / Mr Green asks Mark to not tell anyone the youth hostel is unsafe / He gives him money / threatens to fire him.
4. Alice uses Elise's broken smartphone / she writes HELP on it / so the girls will listen to her story / and warn their friends that the youth hostel is unsafe / and help her expose her uncle's crimes.

Elements to answer part C:

1. The girls decide to help Alice / they go see Mark / they convince him to report Mr Greene to the police.
2. They hide from their friends in the woods / they go and meet Mark / they talk to Mark / tell him about Alice / convince him to go to the police.
3. Elise gives the police the papers / they show that Mr Greene knew the hostel was dangerous / he is arrested

4. Alice can go into the light and be released

Assessment grid

		0	1	2	3	4
CONTENT - 14 pts	Reference to part A: clear, coherent, relevant (very poor / poor / satisfactory / good / excellent)					
	Reference to part B: clear, coherent, relevant (very poor / poor / satisfactory / good / excellent)					
	Reference to part C: clear, coherent, relevant (very poor / poor / satisfactory / good / excellent)					
	Tone of the entry: use of 1 st person narration, past tenses, informal style, ... (not appropriate / is partly appropriate / is totally appropriate)					
LAYOUT - 4 pts	Date is included (no / yes but not correctly / yes)					
	No / some / appropriate use of paragraphs					
LANGUAGE - 8 pts	Grammar is correct and range is appropriate (very poor / poor / satisfactory / good / excellent)					
	Vocabulary is correct; range is appropriate (very poor / poor / satisfactory / good / excellent)					

/ 26 pts

Clé d'évaluation

Nom de l'élève : _____

Pour chaque partie, la note est calculée à l'aide de l'échelle fédérale (nombre de points obtenus/nombre total de points X 5 + 1) et arrondie au dixième¹.

Part 1 – Use of Language (30 pts.)

Points obtenus: _____ Note: _____

Part 2 : Reading comprehension (27 pts.)

Points obtenus: _____ Note: _____

Part 3 : Writing (26 pts.)

Points obtenus: _____ Note: _____

La note finale est calculée selon le modèle suivant :**LA NOTE DE LA PARTIE 1 X 0.2****+****LA NOTE DE LA PARTIE 2 X 0.4****+****LA NOTE DE LA PARTIE 3 X 0.4****= NOTE FINALE arrondie au demi-point****NOTE FINALE : _____** (à inscrire sur la première page de l'examen)

¹ Ex : L'élève X obtient 25 points sur 30 à la première partie de l'examen : $25/30 \times 5 + 1 = 5.16$. La note que l'élève X obtient pour la première partie de l'examen est 5.2.