SAMPLE QUESTION PAPER

FRENCH

Class - XII

Government of Kerala
Department of Education

Prepared by
State Council of Educational Research and Training (SCERT), Kerala

2015

Guidelines for the Preparation of Question Paper for
HIGHER SECONDARY EDUCATION 2015-16

Introduction

Term evaluation is an important aspect of Continuous and Comprehensive Evaluation (CCE). It covers the **assessment of learning** aspect of the CCE. The Kerala School Curriculum 2013 postulated that the examination system should be recast so as to ensure a method of assessment that is a valid, reliable and objective measure of student development and a powerful instrument for improving the learning process. The outcome focused written tests are being used as tools for terminal assessment. Practical assessment is also considered for some subjects. The syllabus, scheme of work, textual materials, teacher texts and learning experiences may be considered while developing tools for term evaluation.

In order to make the examination system effective and objective, quality of the question paper needs to be ensured. Questions of different types considering various learning outcomes, thinking skills and of varying difficulty levels are to be included in the question paper. This makes question paper setting a significant task that has to be undertaken with the support of proper guidelines.

The guidelines for the preparation of the question paper have been divided into four heads for its effective implementation and monitoring. The areas are **i) preparatory stage, ii) nature of questions, iii) question paper setting and iv) structure of the question paper.**

I. Preparatory stage

Before starting the process of question paper setting, the question paper setter should ensure that she/he has:

- Familiarised the current syllabus and textbook of the concerned subject.
- secured the list of Los (Learning Outcomes) relating to the subject.
- acquired the list of thinking skills applicable to the subject.
- prepared a pool of questions from each unit of the subject.
- verified the scheme of work and weight of score for each unit/lesson.
- gone through guidelines for the preparation of question paper for higher secondary education 2015-16

II Nature of questions

Questions selected from the pool to be included in the question paper should reflect the following features:

- stem of the question text should be relevant to the question posed.
- multiple choice questions should be provided with four competitive distracters.
- the possibilities of higher order thinking skills should be considered while setting MCQs
- time allotted for each question should be justified according to the thinking skills involved.
- the scope and length of the answer should be clearly indicated.

- questions should be prepared by considering the learning level of the learner.
- the question should focus on the learning outcomes.
- a wide range of thinking skills and learning outcomes from each unit/lesson should be considered.
- varied forms of questions should be covered.
- there should be a balance between the time allotted and the level of question.
- question should be very specific and free from ambiguity.
- question text should not be too lengthy and complicated.
- questions can be prepared based on a single or a cluster of learning outcomes which is scattered over one particular unit or units.
- cluster of learning outcomes from different units can be considered only for graded questions (questions with sub-divisions).
- the possibilities of graded questions reflecting different thinking skills can be explored.
- while preparing questions for language papers importance should be given to the language elements, language skills, discourses, textual content and elements of creativity.
- while preparing questions for subjects other than languages, importance should be given to content, concepts and skills.
- questions should cater the needs of differently abled learners and CWSEN (Children With Special Education Needs)
- the questions should contain varied forms such as objective type with specific focus to multiple choice test items and descriptive types (short answer and essay types).
- directions regarding the minimum word limit for essay type questions should be given.
- sufficient hints can be provided for essay type questions, if necessary.
- maximum usage of supporting items like pictures, graphs, tables and collage may be used while preparing questions.
- questions which hurt the feelings of caste, religion, gender, etc. must be completely avoided.

III. Question paper setting

During the process of question paper setting the question setter should:

- prepare a design of the question paper with due weight to content, learning outcomes, different forms of questions and thinking skills.
- prepare a blue print based on the design.
- prepare scoring key indicating value points and question based analysis along with the question paper.
- while preparing scoring key, thinking skills should also be integrated.
- 60% weight should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
- 15 to 20% weight of total scores must be given to objective type questions and up to 20% weight of total score must be given to essay type questions.

- the highest score that can be given to a question in the question paper is limited to 10% of the total score.
- while fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.
- The total time limit of the question paper - two hours for 60 scores and 2.30 hours for 80 scores question papers with an extra cool-off time of 15 minutes.

IV. Structure of the question paper

The question paper should reflect the following features in general:

- general instructions for the question paper should be given on the top.
- instructions for specific questions can be given before the question text.
- monotony of set patterns (objective or descriptive) should be avoided.
- questions should be prepared in bilingual form.
- there should not be any mismatch between the bilingual versions of the questions.
- choice can be given for questions up to 20% of the total score.
- while giving choice, alternative questions should be from the same unit with the same level of thinking skills.
- in the case of languages, language of the questions and answers should be in the particular language concerned. Necessary directions in this regard must be given in the question paper.

THINKING SKILLS

Category/ processes	Alternative terms
1. Remember	**Retrieve relevant knowledge from long-term memory**
1.1. *Recognising*	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. *Recalling*	retrieving - (e.g. Recall the major exports of India)
2. Understand	**Construct meaning from instructional messages, including oral, written and graphic information**
2.1. *Interpreting*	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement 'There are twice as many boys as girls in this class')
2.2. *Exemplifying*	illustrating, instantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. *Classifying*	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. Summarising	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. *Inferring*	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle and ask to state the

	underlying principle or concept the student is using to arrive at the correct answer.)
2.6. *Comparing*	contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)
2.7. *Explaining*	constructing models (e.g. the students who have studied Ohm's law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)
3. Apply	**Carry out or use a procedure in a given situation**
3.1. *Executing*	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given and find out the net profit.)
3.2. *Implementing*	using (e.g. Select the appropriate given situation where Newton's Second Law can be used)
4. Analyse	**Break material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose**
4.1. *Differentiating*	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. *Organising*	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies best corresponds to the organisation of a presented passage.)
4.3. *Attributing*	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)
5. Evaluate	**Make judgements based on criteria and standards**
5.1. *Checking*	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)
5.2. *Critiquing*	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
6. Create	**Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure**
6.1. *Generating*	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. *Planning*	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. *Producing*	constructing (e.g. the students are asked to write a short story based on some specifications)

Considering the intellectual level of learners**,** while setting the question paper;

1. **60% weight may be given to thinking skills used for factual and conceptual attainment and**
2. **40% weight may be given to thinking skills for conceptual generation** (higher thinking skills has to be ensured in this category). Thinking skills for conceptual generation means thinking skills needed for elaborating the concepts.

   Refer the range of thinking skills given above. We can include the thinking skills no.1.1 to 3.2 (11 processes) under first category and 4.1 to 6.3 (8 processes) under second category.

Guide lines for setting Question Paper - French

Before starting the process of question paper setting, the question paper setter should ensure that the questions included in the question paper should reflect the following features.

- Questions should be prepared by considering the learning level of the learner.
- The question should focus on the learning outcomes.
- Structure of the question paper must be based on the model question papers provided in the Teacher Text.
- Cluster of learning outcomes from different units can be considered only for graded questions (questions with sub-division)
- Importance should be given to the language elements, language skills, discourses, textual content and elements of creativity.
- Sufficient hints can be provided for essay type questions.
- The highest score that can be given to a question in the question paper is limited to eight.
- General instructions for the question paper should be given on the top.
- Choice can be given for questions up to 20% of the total score.

GUIDELINES FOR QUESTION PAPER PREPARATION (FRENCH - XII)

The question paper is divided into four sections:

Section A : Compréhension et Traduction: **score -24**

Questions :

* **Lisez le texte et répondez aux questions** : An extract of < Coup d'œil littéraire> is chosen for comprehension. (8)
* **Traduisez en anglais** :A passage for translation from French to English is chosen from the section < De quoi lire> of the lessons. (8)
* **Traduisez en français** : Four small dialogues given for translation from English to french. Choose any two.(ref: Test 1 – 6 Partie-B) (8)

Section B : Expression écrite : **Score - 20**

Among the seven topics given, candidates are asked to choose any four

(ref:Test-1-6 partie-C. For proverbs refer Teacher Text)

* Ecrivez un dialogue
* Ecrivez un message
* Ecrivez un e-mail
* Traduisez le proverbe en anglais et expliquez !
* Ecrivez une histoire
* Ecrivez un poème (au moins 8 lignes)

Section C : Eléments de la Langue (ref : Test 1-6 Partie-A) **score - 20**

Section D : Eléments Textuels **score - 16**

* **Répondez aux quatre questions** (ref : Test 1-6 Partie –B)
  Seven questions are asked and the candidates are given the choice to answer any four. (8)
* **Remplissez les tirets** (ref:Test 1-6 Partie-B) (4)
* **Reliez** (ref : Test :1-6 Partie-B) (4)

LEARNING OUTCOMES
(FRENCH)

UNITE -1 La Communication

Narrates the incidents in all the three tenses
Recites the poem
Identifies and appreciates the different aspects of the poem.
Prepares a short poem of his/her own.
Frames sentences in imparfait in appropriate context
Describes events using adverbs
Prepares and sends short e-mails and also replies.
Narrates past events using imparfait and passé compose in appropriate context.
Tells simple stories in French language.

UNITE -2 Un rendez-vous

Applies the use of the pronouns in oral and written language
Expresses their tastes and
Preferences
Gets acquainted with the
Influence of modern America in the life of the French people.
prepares their autobiography
Gets awareness about various diseases.
They are capable of creating negative sentences based on different situations
Learners enjoy the beauty of the drama and are capable in preparing a small skit or comedy

UNITE -3 Nous et les Francais

Learning Outcome
Applies the use of the negations in oral and written language
Applies the use of the relative pronouns in oral and written language
Gets acquainted with the
life of the gaules in France. .
Gets awareness about the harm caused by Ebola.
Applies the use of the comparasion in oral and written language

SCHEME OF WORK

Mois	Unité et Leçon	Activités	Période
Juin	Une révision de la langue française	Lecture Ecouter Discuter	**20**
Juillet	Unité – 1 La communication Un Voyage en avion	Dialogue, Projet Discuter	**21**
Août	Unité – 1 La communication Le Courrier électronique	Raconte des événements passés Décrire	**18**
Septembre	Unité – 2 Un Rendez-vous Quoi de neuf ?	Dialogue Raconter	**18**
Octobre	Unité – 2 Un Rendez-vous Remettez- Vous vite !	Décrire Lecture Dialogue	**20**
Novembre	Unité – 3 Nous et les Français Les Traces françaises en Inde	Lecture Discuter	**20**
Décembre	Unité – 3 Nous et les Français Mahé- Paris de Malabar	Projet Raconter	**15**
Janvier	Unité 1-3	Révision	**12**

FRENCH

Sample Question Paper - 1

(1) WEIGHT TO CONTENT & LEARNING OUTCOME

No	Content/unité	LO no	Score	Percentage
1	Leçon -4	2.6	8	10
2	Leçon -3	2.5	8	10
3	Leçon-3&4 Leçon-5&6	2.5 3.5	4 4	10
4 -10	Leçons 1-6	1.7 2.1 3.6	5 5 5	25
11	Leçon-4	1.7	4	6.25
12	Leçon-4	1.3	4	6.25
13	Leçon-5	2.2	4	6.25
14	Leçon -6	3.3	4	6.25
15	Leçon -1	1.3	4	
16	Leçon-2 -6	1.7,3.6,	8	10
17	Leçon-1&6	1.2'3.1'3.3	4	5
18	Leçon -3	2.2 ,2.3	4	5

(I) WEIGHT TO THINKING SKILLS

No.	Thniking Skills	Score	Percentage
1	For Conceptual attainment	48	60%
2	For Conceptual Generation	32	40%
	Total	**80**	**100%**

(II) WEIGHT TO FORM OF QUESTIONS

No.	Type	No. of Questions	Score	Percentage
1	Objective	3	10	12.5%
2	Short Answer	8	42	52.5%
3	Essay	5	28	35
	Total	**16**	**80**	

BLUE PRINT

Time - 2½ **Score 80**

Thinking skills / Units	Conceptual attainment			Conceptual generation			Total
	Ob	SA	Essay	Ob	SA	Essay	
1	2				6		8
2			5			3	8
3		5			3		8
4			3			2	5
5							
6			3			2	5
7							
8			3			2	5
9							
10			3			2	5
11		4					4
12		4					4
13		4					4
14		4					4
15		4					4
16					8		8
17	2			2			4
18	4						4
Total	**8**	**25**	**17**	**2**	**17**	**11**	**80**

S.Y.
March

Reg. No: .....
Name .....

FRENCH

Maximum : 80 Scores

Sample Question Paper - 1

Time: 2½ hrs
Cool off time : 15 Minutes

General Instructions to candidates:

- There is 'Cool off time' of 15 minutes in addition to the writing time of 2 hrs.
- You are neither allowed to write your answers nor to discuss anything with others during the 'cool off time'.
- Use the 'cool off time' to get familiar with questions and to plant your answers.
- Read the questions carefully before answering
- All questions are compulsory and only internal choice is allowed.
- When you select a question, all the sub-questions must be answered from the same question itself.

Section :A (24) (Compréhension et Traduction)

1) Lisez l'extrait et répondez aux questions :

Knock : Ah ! Voici les consultants. (A la cantonade) Une douzaine déjà ? Prévenez les nouveaux arrivants qu'après une heure et demie je ne puis plus recevoir personne, au moins en consultation gratuite. C'est vous qui êtes la première madame ? (Il fait entrer la dame en noir et referme la porte)Vous êtes bien du canton ?

La Dame en Noir : Je suis de la commune.

Knock : De Saint-Maurice même ?

La Dame : J'habite la grande ferme qui est sur la route de Luchère.

Knock : Elle vous appartient ?

La Dame : Oui à mon mari et à moi.

Knock : Si vous l'exploitez vous-même, vous devez avoir beaucoup de travail ?

La Dame : Pensez Monsieur ! dix-huit vaches, deux bœufs, deux taureaux, la jument et le poulain, sic chèvres, une bonne douzaine de cochons, sans compter la basse-cour.

Complétez:

a) La dame vient de _____ (1)

b) _____ et _____ sont les deux personnages de cette scène. (2)

Répondez:

c) A qui appartient la ferme ? (1)

d) Est-ce que la dame a beaucoup de travail ? (1)

e) Nommez deux animaux. (2)

f) Trouvez un adjectif de l'extrait (1)

2) Traduisez en anglais :

Antoine : Prenez encore de la salade ! Dites-moi, Mme Dubois, comment passez-vous votre temps libre ?

Emma : Merci Monsieur ! Comme vous, je suis aussi très occupée dans mon bureau. Mais pendant le weekend quand je suis libre je fais du sport.

Antoine : Quel sport ?

Emma : Je fais beaucoup de natation car ca m'intéresse. J'aime aussi faire de la randonnée et un peu de ski. Et vous Monsieur ?

Antoine : La natation. Je l'aime beaucoup. Mais ma passion, c'est la musique. J'aime le piano et la guitare. (8)

3) Traduisez en français deux dialogues :

a) Do you know Mr.Bean ?
Yes I know him

b) Can I give the book to my friends?
No, don't give them the book.

c) Which language do you like?
I love French which is melodious.

d) Where are you coming from? From school?
Yes I am coming from there. (8)

Section-B (Expression Ecrite)

Répondez aux quatre questions (5x4=20)

4) Votre ami/amie est malade. Vous le rendez visite à l'hôpital. Imaginez le dialogue !

5) Vous avez fait une excursion à l'université. Racontez votre expérience !

6) Demain il ya une soirée chez votre cousin. Vous n'êtes pas libre. Ecrivez un message d'excuse.

7) Traduisez le proverbe en anglais et expliquez
"Bien commencer, amène à bien terminer "

8) Racontez un conte en environ 50 mots.

9) Votre voisin tousse toute la nuit. Le lendemain, vous lui donnez des conseils.

10) Imaginez que vous êtes le responsable de votre classe! Donnez quelques conseils à vos camarades !

Section : C (20) (Eléments de la langue)

11) Mettez à la forme négative :

a) Pauline a déjà fini ses devoirs.

b) On a encore du travail.

c) Il y a quelqu'un à la porte

d) Jean est quelquefois méchante. (4)

12) Mettez les verbes aux temps convenables :

a) Si elles (revenir) à l'heure nous partirons tôt.

b) (Apprendre) tout, si tu peux

c) Si nous (voir) ce film nous nous amuserons bien.

d) (Conduire) lentement s'il vous plait ! (4)

13) Remplacez les noms soulignés par les pronoms « en » ou « y »

a) Je mange des frites.

b) Il n'a pas de problèmes.

c) Vous allez à l'hôpital.

d) Ils restent chez Henri (4)

14) Mettez les adjectifs au superlatifs

a) Bernie est une belle fille.

b) L'avion est un moyen de transport cher.

c) Renault est une voiture confortable.

d) M. Krishnan est un homme intègre. (4)

15) Mettez les phrases au passé récent

a) Pierre et ses amis (arriver) à la gare.

b) Mes cousins et moi, nous (voir) un film

c) Tu (s'arrêter) devant le magasin.

d) Je (boire) de l'eau. (4)

Section-D (16) (Eléments Textuels)

16) Répondez aux 4 questions :

a) Quelle colonie se trouve à Kerala ?

b) Qu'est-ce que vous allez faire ce soir ?

c) Nommez deux grands magasins célèbres de Paris !

d) Qui a écrit la pièce <Knock ou le Triomphe de la médecine> ?

e) Quelle musique écoutez-vous ?

f) Que savez-vous de la Martinique ?

g) Nommez deux journaux français ! (8)

17) Choisissez et Complétez :

a) Kerala est ————de l'Inde. (au sud / au nord / àl'est / àl'ouest)

b) Henri explique bien ;Il explique————que les autres. (plus bien / meilleur / mieux)

c) Elles faisaient des courses————(chaque jour / hier)

d) Elle est venue————deux jours. (depuis / il y a) (4)

18) Reliez :

a)	Regarde ces films	1)	Je la pratique souvent
b)	Tu m'aimes, mon cher ami	2)	Non nous ne vous invitons pas
c)	Vous nous invitez	3)	Je les ai regardés
d)	La natation	4)	Oui je t'aime. (4)