



**Georgia Assessments for the  
Certification of Educators®**





FRENCH

TABLE OF CONTENTS

SECTION I

- Preparing for the Test ..... 1-1
Understanding the Design and Content of the Test
Strategies for Success on the Day of the Test

SECTION 2

- Test I Sample Questions..... 2-1
Questions
Annotated Answer Key

SECTION 3

- Test I Sample Constructed-Response Assignments ..... 3-1
Constructed-Response Assignment Directions
Constructed-Response Assignment One
Constructed-Response Assignment Two
Criteria for Scoring Your Response

SECTION 4

- Test II Sample Questions ..... 4-1
Questions
Annotated Answer Key

SECTION 5

- Test II Sample Constructed-Response Assignments..... 5-1
Constructed-Response Assignment Directions
Constructed-Response Assignment One
Constructed-Response Assignment Two
Criteria for Scoring Your Response

Readers should be advised that this preparation guide, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2006 by National Evaluation Systems, Inc. (NES®)

"Georgia Assessments for the Certification of Educators®," "GACE™," and the "GACE™" logo are trademarks of the Georgia Professional Standards Commission and National Evaluation Systems, Inc. (NES®).

"NES®" and its logo are registered trademarks of National Evaluation Systems, Inc.™



## SECTION I

### PREPARING FOR THE TEST

The purpose of the Georgia Assessments for the Certification of Educators® (GACE™) is to assess the knowledge and skills of prospective Georgia public school educators. The GACE program helps the Georgia Professional Standards Commission (PSC) meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum (Georgia Performance Standards).

This preparation guide provides information to help you prepare to take the GACE as follows:

- ▶ This section includes information about available resources and their use in understanding the design and content of the assessment, and strategies for success on the day of the test.
- ▶ The following sections contain sample test questions and additional test materials to assist you in your preparation.

---

### UNDERSTANDING THE DESIGN AND CONTENT OF THE TEST

The content knowledge assessed by the GACE is described in the test design and framework for each assessment. You may view, print, or download the test design and framework for any GACE assessment by selecting "Test Designs and Frameworks" on the GACE Web site at [www.gace.nesinc.com](http://www.gace.nesinc.com). This section describes how to use the test design and framework to understand both the design and content of each GACE assessment.

#### ■ Test Design

Read the test design to familiarize yourself with the structure of the **assessment**. The test design outlines the **content areas covered on each test** within the assessment, the **approximate number of questions** for each content area, and the **types of questions** (selected response and constructed response) contained on each test.

**Section I: Preparing for the Test**

The following example illustrates the information provided by the test design.

**Assessment** → **Early Childhood Education**

Test I (Test Code 001)		Approximate Number of Selected-Response Questions	Constructed-Response Assignments
<b>Subareas:</b>	<b>Objectives</b>		
➤ Reading and English Language Arts	0001–0008	40	1
➤ Social Studies	0009–0012	20	1
<b>TOTAL</b>		<b>60</b>	<b>2</b>
Test II (Test Code 002)			
<b>Subareas:</b>	<b>Objectives</b>	<b>Approximate Number of Selected-Response Questions</b>	<b>Constructed-Response Assignments</b>
➤ Mathematics	0013–0017	25	1
➤ Science	0018–0021	20	1
➤ Health, Physical Education, and the Arts	0022–0024	15	
<b>TOTAL</b>		<b>60</b>	<b>2</b>

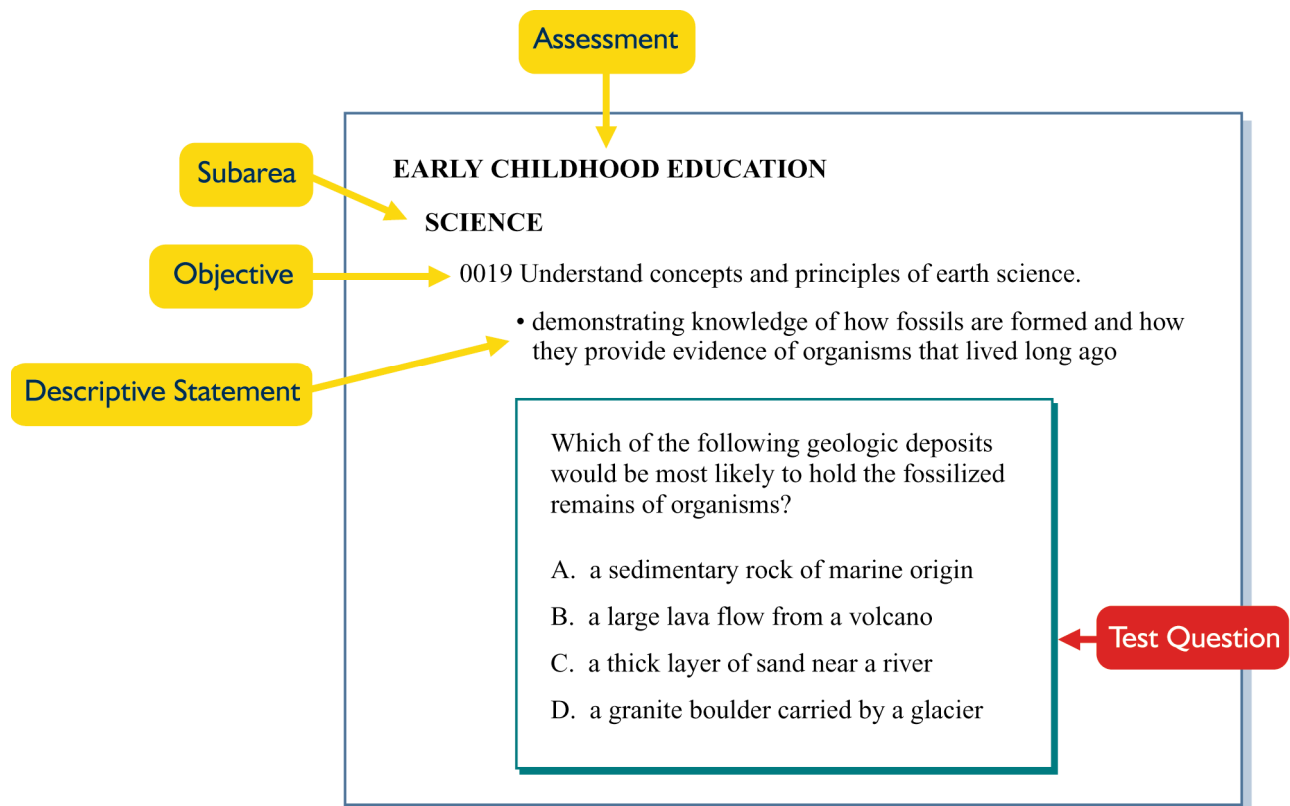
## ■ Test Framework

Read the test framework to understand the content covered by the assessment and to determine your preparedness to test. The test framework for each **assessment** is organized into subareas, objectives, and descriptive statements as follows:

- ▶ **Subareas** define the major content domains of the test. Subareas typically consist of several objectives. The number of objectives may vary, depending on the breadth of content contained in the subarea.
- ▶ **Objectives** define the knowledge and skills that Georgia educators and teacher educators have determined to be important for educators to possess. Each objective is expanded upon by descriptive statements.
- ▶ **Descriptive statements** provide examples of the range, type, and level of content that may appear on the test for questions measuring the objective.

**Test questions** are designed to measure specific test objectives. The number of objectives within a subarea generally determines the number of selected-response test questions that will address that subarea's content on the test. Subareas that consist of more objectives will receive more emphasis on the test than subareas that consist of fewer objectives.

The following example from the Early Childhood Education test framework illustrates the relationship of a selected-response test question to the subarea, objective, and descriptive statement in the framework to which it corresponds. This same direct relationship between selected-response test questions and their corresponding objectives applies to all GACE assessments.



---

## STRATEGIES FOR SUCCESS ON THE DAY OF THE TEST

Review the following strategies to help you do your best when taking the GACE.

**Follow directions**

Listen to and follow all test directions. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet.

**Pace your work**

The test schedule is designed to allow sufficient time for you to complete your test booklet(s). You may wish to page through the test booklet when you are instructed to begin testing to help you gauge how to pace yourself. Remember to leave enough time to respond to any constructed-response assignments.

**Read carefully**

Do not try to save time by skimming directions or by reading the test questions quickly. You may miss important information and instructions.

**Determine the "best answer"**

Your response to each selected-response question should be the best answer of the alternatives provided. Read and evaluate all four answer choices before deciding which one is best.

**Guess wisely**

Your results on the selected-response section of the test will be based on the number of questions you answer correctly. You will not be penalized for guessing. If you are unsure about a question, use your knowledge of the content area to eliminate as many of the alternatives as you can. Then select among the remaining choices.

**Mark your answers carefully**

Your responses to the selected-response questions will be scored electronically. It is very important for you to mark your answers carefully and to erase any stray marks completely. If you skip a question, be sure that you skip the corresponding row of answer choices on the answer sheet.

**Check your accuracy**

Use any remaining time at the end of the test session to check the accuracy of your work. Make sure that you have filled in the appropriate bubbles on the answer sheet and that you have completely erased any stray marks.

**Respond to the constructed-response assignment(s) fully and clearly**

If the test you are taking contains a constructed-response assignment, be sure to read and respond to each part of the assignment. It is important for scorers to be able to understand your response. Also, make sure that you have recorded your response to the constructed-response assignment as instructed.



## SECTION 2

### TEST I SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

This test contains questions that involve listening to an audio recording. Please note that at the actual test administration, you will hear rather than read the passages.

---

## QUESTIONS

1. *(The examinee will hear and read in the test booklet:)*

**Ecoutez attentivement le passage suivant. Vous allez entendre ce passage deux fois.**

*(The examinee will hear:)*

(male): Que c'est beau de voler au-dessus des nuages ! On a trop tendance à oublier la magie des vues à vol d'oiseau qu'offre le voyage en avion, devenu si banal, et souvent si encombré par les formalités au sol. Et pourtant, à chaque décollage je suis émerveillé.

**Vous allez maintenant réentendre le passage.**

*(Repeat passage)*

**Répondez maintenant à la question.**

*(The examinee will read in the test booklet:)*

Laquelle des phrases suivantes résume le mieux l'idée principale du texte ?

- A. Le voyage en avion fait désormais partie de l'ordinaire.
- B. Le voyage en avion reste malgré tout très émouvant.
- C. Le voyage en avion est devenu trop compliqué.
- D. Le voyage en avion offre des vues imprenables.

2. *(The examinee will hear and read in the test booklet:)*

**Ecoutez attentivement le dialogue suivant. Vous allez entendre ce dialogue deux fois.**

*(The examinee will hear:)*

female : Bonjour! Puis-je vous aider ?

male : Oui, je suis un client de votre compagnie et j'ai eu un accident.

female : Avez-vous besoin que nous remorquions votre voiture chez vous ?

male : Non, j'ai pu la ramener chez moi, mais je crois que la voiture est fichue. La police m'a dit qu'elle est trop endommagée pour la conduire. Je n'ai pas d'autre transport et j'ai une police d'assurance qui couvre la collision.

female : L'agent d'assurance peut venir chez vous dans deux jours pour déterminer les dégâts. Votre collision, elle était avec un autre véhicule ? Est-ce que quelqu'un a été blessé ?

male : Heureusement que non, ma voiture n'a heurté aucune voiture. Mais la route était verglacée et j'ai heurté un grand arbre.

**Vous allez maintenant réentendre le dialogue.**

*(Repeat dialogue)*

**Répondez maintenant à la question.**

*(The examinee will read in the test booklet:)*

Que veut l'homme dans cette conversation ?

- A. être remboursé pour le coût de la voiture
- B. parler des causes de la collision
- C. faire remorquer sa voiture chez lui
- D. bénéficier de l'assistance hospitalière

## Section 2: Test I Sample Questions

3. *(The examinee will hear and read in the test booklet:)*

**Ecoutez attentivement le dialogue suivant. Vous allez entendre ce dialogue deux fois.**

*(The examinee will hear:)*

female : Pardon monsieur, je cherche à acheter un recueil de nouvelles.

male : Nous en avons beaucoup. Quel auteur cherchez-vous exactement ?

female : Ce n'est pas un auteur particulier, mais une anthologie que je cherche.

male : Alors, les anthologies sont au fond à droite.

female : Merci monsieur.

**Vous allez maintenant réentendre le dialogue.**

*(Repeat dialogue)*

**Répondez maintenant à la question.**

*(The examinee will read in the test booklet:)*

Dans lequel des endroits suivants cette conversation a-t-elle lieu ?

- A. une maison d'édition
- B. une bibliothèque
- C. une librairie
- D. un kiosque à journaux

4. **Use the sentence below to answer the question that follows.**

Il écoutait du violon \_\_\_\_\_  
il en avait assez du piano.

Which of the following words correctly completes the sentence above?

- A. alors
- B. ensuite
- C. jusqu'
- D. quand

5. Which of the following pairs of French and English adverbs *differ* in meaning?

- A. éventuellement/eventually
- B. absolument/absolutely
- C. précisément/precisely
- D. sûrement/surely

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	B	The speaker marvels at how the experience of flying in an airplane remains very moving for him. He feels this way despite humanity's overall tendency to forget the magic of flying and to view it as an unremarkable, everyday activity.	0001
2	A	In this conversation, the male speaker is calling his insurance company to report that he was in a car accident and that he believes his vehicle is a total loss. The female speaker tells him that the company will be sending an agent out to determine the damage to his car. It can be inferred from this exchange that the male speaker is expecting to be reimbursed for the value of his car.	0002
3	C	In this conversation, the female speaker begins by stating that she is looking to buy a book of short stories. The male speaker responds by asking for further details about the book she would like to buy. He then tells her where to find the anthologies. From this exchange, it can be inferred that this conversation is most likely taking place in a bookstore.	0003
4	D	<i>Quand</i> is the only word that correctly expresses the temporal concordance of events in this sentence in a semantically coherent way.	0004
5	A	The French word <i>éventuellement</i> is equivalent in meaning to the English word <i>possibly</i> rather than to the English word <i>eventually</i> .	0005







## SECTION 3

### TEST I SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide is designed to assist you in responding to the constructed-response assignments on the test. Included in this section are:

- ▶ Constructed-response assignment directions
- ▶ Sample constructed-response assignments
- ▶ A description of a strong response to each sample assignment
- ▶ Scoring criteria that will be used in evaluating your response to each assignment

For each sample assignment, you may want to take the following steps to prepare for the test:

-  Review the constructed-response assignment directions.
-  Print the assignment.
-  Use scrap paper to make notes, write an outline, or otherwise prepare your response.
-  After you complete the assignment, review the strong response description and the scoring criteria.

---

## CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

A sample of the directions for the constructed-response assignments is shown in the box below.

### CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For this section of the test, you will speak on tape in the target language in response to two assignments presented in your test booklet. You will read each assignment in your test booklet and will have two minutes to consider your response, then two minutes to speak. You will be told when the two minutes are up. A list of suggestions is provided to help direct your response. It is not necessary that you address every suggestion on the list, nor are you limited to the suggestions provided. However, what you say must be relevant to the situation that is presented, and part of your score will be based on the degree to which you elaborate on the topic by addressing either the suggestions provided or points of your choosing. You may NOT write in this test booklet. **You will be scored only on the responses you provide on the audiotape after the announcer instructs you to begin speaking.**

Your responses will be evaluated based on the following criteria:

- **Purpose:** The extent to which the response fulfills the purpose of the assignment and is appropriate for the intended audience
- **Development:** The extent to which the response is elaborated using specific, relevant supporting detail
- **Coherence:** The extent to which the response communicates meaning through ideas that are organized and clearly expressed
- **Grammar and Syntax:** The extent to which the response demonstrates control of grammatical forms and syntax
- **Vocabulary:** The extent to which the response demonstrates command of vocabulary and idiomatic expressions
- **Fluency:** The extent to which the response demonstrates the ability to maintain a steady rate of speech with smooth and connected discourse, including pronunciation and intonation

Once the tape has begun, it cannot be stopped, nor can you re-record your response.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.

Look up when you are ready to begin this section.

---

## CONSTRUCTED-RESPONSE ASSIGNMENT ONE

### ■ Sample Constructed-Response Assignment One

**Read the instructions below. You will have two minutes to study these instructions. Then, when you are told to do so, begin to respond in French. You may take up to two minutes to complete your response. You will be told when the two minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.**

Imagine that you are talking with a close friend from a French-speaking country. Your friend, who has always lived in a small town, is considering moving to a large city and asks you for your advice. Speaking in French, offer your friend your opinion about the possible move. In your response you may wish to include, but are not limited to, the following topics:

- factors to consider in choosing a place to live;
- the advantages and disadvantages of living in a large city; and
- your opinion about what your friend should do.

## Section 3: Test I Sample Constructed-Response Assignments

### ■ Strong Response to Sample Constructed-Response Assignment One

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to Assignment 1 could include:

- A description of differences in the workplace and in daily life that your friend will encounter (for example, schedules, transportation, meals, family time, and cultural aspects)
- An analysis of some advantages and disadvantages of living and working in Georgia
- Advice to consider regarding the legalities and details of moving to the United States (for example, packing and transportation of furniture versus buying new furniture, legalities in regard to immigration and advice on how to obtain the appropriate visa)

---

## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

**Read the instructions below. You will have two minutes to study these instructions. Then, when you are told to do so, begin to respond in French. You may take up to two minutes to complete your response. You will be told when the two minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.**

Imagine that you are visiting a school in a French-speaking country. While meeting with teachers from the school, one teacher asks you about your understanding of the changes that have occurred in the use of technology in the United States during the last fifty years. Speaking in French, respond to the teacher's question. In your response you may wish to include, but are not limited to, the following information:

- two changes that have occurred in the way technology is used in the United States; and
- your opinion on whether or not these changes have been beneficial.

### Section 3: Test I Sample Constructed-Response Assignments

#### ■ Strong Response to Sample Constructed-Response Assignment Two

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to Assignment 2 could include:

- Comments on and examples of changes in the way technology has been used in the United States in the last 50 years.
- Comments on different ways people communicate and examples of how new technology has affected communication (such as computers, e-mail, cellular phones, and text messages).
- Opinions about how changes in technology provide a broad spectrum of choices in communication and how these have been beneficial to U.S. society.

## CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

<b>PURPOSE</b>	The extent to which the response fulfills the purpose of the assignment and is appropriate for the intended audience
<b>DEVELOPMENT</b>	The extent to which the response is elaborated using specific, relevant supporting detail
<b>COHERENCE</b>	The extent to which the response communicates meaning through ideas that are organized and clearly expressed
<b>GRAMMAR AND SYNTAX</b>	The extent to which the response demonstrates control of grammatical forms and syntax
<b>VOCABULARY</b>	The extent to which the response demonstrates command of vocabulary and idiomatic expressions
<b>FLUENCY</b>	The extent to which the response demonstrates the ability to maintain a steady rate of speech with smooth and connected discourse, including pronunciation and intonation

### Section 3: Test I Sample Constructed-Response Assignments

Each response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the criteria on the previous page.

Score	Description
3	<p>The "3" response reflects thorough understanding and strong command of oral performance as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> <li>• The response fully achieves the purpose of the assignment and is appropriate for the intended audience.</li> <li>• The response is fully developed, providing specific, relevant details.</li> <li>• The response effectively communicates meaning through ideas that are clearly expressed and well organized.</li> <li>• The response demonstrates thorough control of grammar and syntax, with only minor errors that do not interrupt communication.</li> <li>• Vocabulary reflects broad command of the language and appropriate use of idiomatic expressions.</li> <li>• The candidate consistently maintains a steady rate of speech. There are few, if any, errors.</li> </ul>
2	<p>The "2" response reflects general understanding and command of oral performance as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> <li>• The response generally achieves the purpose of the assignment and is generally appropriate for the intended audience.</li> <li>• The response is generally developed, with some elaboration of relevant, specific points.</li> <li>• The response communicates meaning through ideas that are generally clear and organized.</li> <li>• The response generally demonstrates control of grammar and syntax. Some errors may cause minor interruptions in communication.</li> <li>• Vocabulary reflects general command of the language and generally appropriate use of idiomatic expressions. Minor errors do not impede communication.</li> <li>• The candidate generally maintains a steady rate of speech. There may be some errors in pronunciation and intonation.</li> </ul>
1	<p>The "1" response reflects limited or no understanding or command of oral performance as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> <li>• The response fails to achieve the purpose of the assignment and is inappropriate for the intended audience.</li> <li>• Development is limited, lacking supporting details, or irrelevant.</li> <li>• Ideas are unclear and disorganized, resulting in limited or no communication of meaning.</li> <li>• The response demonstrates limited control of basic elements of grammar and syntax. Frequent errors impede communication.</li> <li>• Vocabulary is limited, simple, and inadequate. Word usage errors and misformations impede communication.</li> <li>• The candidate fails to maintain a steady rate of speech. Frequent errors in pronunciation and intonation impede meaning.</li> </ul>

Please note: A response that is unrelated to the assigned topic, unintelligible or inaudible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.



## SECTION 4

### TEST II SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

## QUESTIONS

1. Lisez le passage ci-dessous, puis répondez à la question qui suit.

Le plus grand festival du septième art s'est déroulé, comme de coutume, la semaine dernière à Cannes. La remise de la Palme d'Or restera toujours un spectacle mettant à l'honneur les meilleurs films sur le plan mondial. Les plus célèbres producteurs, metteurs en scène et acteurs se sont retrouvés dans cette ville de la Côte d'Azur pour discuter de plus de 2860 films. Pour la ville elle-même, cet événement fait merveille. Son développement économique a triplé et son industrie touristique s'en porte d'autant mieux. Les cinéphiles autant que les badauds s'y précipitent et réservent des mois à l'avance leur place de curieux. Sans compter le nombre de journalistes et d'agents de presse qui cherchent à en faire une manchette. Grâce à ce festival, la ville s'enrichit de millions d'euros chaque année. Quelle aubaine pour tous !

Laquelle des phrases suivantes résume le mieux ce commentaire télévisé ?

- A. Au festival, seuls ceux qui font les films sont très importants.
- B. La Palme d'Or est le prix le plus prestigieux pour un réalisateur.
- C. Le festival offre des avantages pour tous les participants.
- D. Seule la ville de Cannes retire des profits de cet événement.

2. Lisez le passage ci-dessous, puis répondez à la question qui suit.

La Renaissance voit l'âge d'or de l'escrime. Les écoles d'escrime sont fondées là où la grande majorité de nobles français apprennent l'art du duel à l'épée. On achète ses armes dans plusieurs forges renommées où on fabriquait des épées et des rapières décorées artistiquement, comme à Tolède, à Bordeaux et à Florence. L'escrime est très populaire, et même la royauté participe aux duels, malgré le danger. Entre 1588 et 1608 presque dix mille hommes sont tués en duels. Trop d'hommes braves et habiles—chefs, soldats et nobles, pères, maris et fils—meurent dans ces duels. Les politiciens considèrent les duels comme trop dangereux. En conséquence les duellistes commencent à se rencontrer clandestinement.

Selon ce passage, pourquoi les duels durent-ils finalement avoir lieu en secret ?

- A. Ils tombèrent en disgrâce chez les politiciens.
- B. Ils furent interdits par décret politique.
- C. Les membres de la royauté cessèrent de se battre en duel.
- D. La plupart des écoles d'escrime fermèrent leurs portes.

3. **Lisez le passage ci-dessous, puis répondez à la question qui suit.**

Le débat sur la télévision et les enfants se poursuit. La télévision est-elle bonne ou mauvaise ? La télévision peut-elle être un instrument éducatif en plus d'une source de divertissement ? Les partisans disent que la télé ne fait pas de mal et même qu'elle peut être une source éducative amusante pour les enfants qui s'ennuient à l'école. Ils disent aussi que la distraction de la télé pour les enfants donne aux parents la possibilité de finir des tâches à la maison ou de se reposer, ce qui conduit à de meilleurs rapports en famille. Les adversaires disent que la télé mène à la violence, à la lourdeur d'esprit, à la consommation à outrance, à l'illettrisme, à l'obésité et à l'incapacité de penser de façon critique. L'attaque contre la télé la plus puissante est actuellement une campagne contre les publicités qui visent les enfants. Les résultats des sondages disent que les enfants américains regardent la télé quatre à cinq heures par jour ; ce qui fait 30.000 publicités par an. On craint que les enfants soient transformés en consommateurs. La Suède est tellement convaincue de ce danger qu'elle a interdit la publicité télévisée pour les moins de douze ans.

Quel est le but principal de l'auteur ?

- A. de parler du débat actuel sur la télévision et les enfants
- B. de persuader qu'il est bon de débrancher sa télévision
- C. de réassurer le lecteur dans sa confiance en la télévision
- D. de faire cesser l'utilisation des enfants comme cible commerciale
4. The surrealist novels, poems, and other writings of André Breton could best be used to:
- A. examine the influence of literature on historical writing.
- B. explore the relationship between literature and sociology.
- C. examine the influence of literature on anthropology.
- D. explore the relationship between literature and psychoanalysis.
5. Family vacations in France frequently include visits to museums and galleries, castles, cathedrals, and various historic sites. Which of the following best explains why many French families are inclined to choose these types of destinations for their vacations?
- A. In a culture that values intellectual pursuits, vacations focused solely on recreation have no great appeal to many French people.
- B. Most French wage earners do not have enough vacation time to permit travel outside the country.
- C. The French believe that acquiring an appreciation of the country's heritage and culture is an important part of an individual's upbringing.
- D. Monetary exchange rates make travel outside the country too expensive for most French workers.

Section 4: Test II Sample Questions

**ANNOTATED ANSWER KEY**

For question	The correct response is	Reason	Test Objective
1	C	The author of this passage clearly states that the city of Cannes and its tourist industry receive many benefits from the film festival. In addition, cinema enthusiasts, journalists, and press agents also benefit from attending the festival.	0007
2	A	In this passage, the author describes the rise in the popularity of fencing, a sport that reached the peak of its popularity during the Renaissance. The author also describes the risks associated with this often very dangerous pastime. As a consequence of the deaths associated with fencing, duels lost their popularity with the general population and were discouraged by politicians. Subsequently, fencing duels had to be held in secret.	0008
3	A	The author of this passage presents the major arguments currently being made both for and against children's television viewing. The author offers descriptive information about both points of view rather than an argument for one side of the debate.	0009
4	D	Breton's writings promote the exploration and the liberation of the unconscious in order to attain a state of wonder. As such, they are an artistic parallel to Sigmund Freud's writings on psychoanalysis and studies of the unconscious.	0010
5	C	A sense of national pride and an appreciation of the historic value of local sites have been part of French vacation culture for many generations. In French society, children are expected to know about the cultural and historic importance of their country, and the family plays an important role in cultural and social education. As such, visiting cultural sites is promoted and encouraged as a way of transmitting these cultural values as well as general knowledge of French history.	0011



## SECTION 5

### TEST II SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide is designed to assist you in responding to the constructed-response assignments on the test. Included in this section are:

- ▶ Constructed-response assignment directions
- ▶ Sample constructed-response assignments
- ▶ Assignment response sheets
- ▶ An example of a strong response to each sample assignment
- ▶ Scoring criteria that will be used in evaluating your response to each assignment

For each sample assignment, you may want to take the following steps to prepare for the test:

- Review the constructed-response assignment directions.
- Print the assignment and the assignment response sheet.
- Use scrap paper to make notes, write an outline, or otherwise prepare your response.
- Use the assignment response sheet to record your response. The assignment response sheet reflects the amount of space available on an actual test.
- After you complete the assignment, review the sample strong response, your response, and the scoring criteria.

---

## CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

A sample of the directions for the constructed-response assignments is shown in the box below.

### CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For each constructed-response assignment in this section, you are to prepare a written response of up to one page and record it in the area provided on the appropriate Assignment Response Sheet in your answer document. You will write your response in the target language.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use any blank space provided in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. *However, each of your final responses must be written on the appropriate Assignment Response Sheet in your answer document.*

Your responses will be evaluated based on the following criteria:

- **Purpose:** The extent to which the response fulfills the purpose of the assignment and is appropriate for the intended audience
- **Development:** The extent to which the response is elaborated using specific, relevant supporting detail
- **Coherence:** The extent to which the response communicates meaning through ideas that are organized and clearly expressed
- **Grammar, Syntax, and Mechanics:** The extent to which the response demonstrates control of grammatical forms and syntax, spelling, diacritical marks, and punctuation
- **Vocabulary:** The extent to which the response demonstrates command of vocabulary and idiomatic expressions

Evaluation of each response will be based on the criteria above. Your responses must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

The selected-response section of the answer document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

Please turn the page and begin the constructed-response assignment section of the test.

---

## CONSTRUCTED-RESPONSE ASSIGNMENT ONE

### ■ Sample Constructed-Response Assignment One

**Complete the assignment that follows.**

Imagine that you have received an e-mail from a friend in a French-speaking country who is a teacher. Your friend is collecting stories from around the world to share with his students, and has asked you to describe a memorable experience you have had while learning a language. Writing in French, respond to your friend. In your response, you may wish to include, but are not limited to, the following topics:

- a description of the experience; and
- reasons why this experience was so memorable.



**■ Strong Response to Sample Constructed-Response Assignment One**

J'aimerais partager une drôle d'histoire qui m'est arrivée quand je commençais à apprendre le français. À l'époque j'habitais à Paris dans un petit hôtel situé au coeur d'un quartier ouvrier. Je partageais ma chambre avec un jeune fille avec qui j'avais du mal à communiquer, puisque nous ne parlions pas la langue de l'autre et nous étions obligés de nous parler dans un français très rudimentaire. Un jour elle est tombée malade, tellement malade, qu'après avoir passé deux jours à ses côtés essayant de la soulager, je me suis rendu compte qu'il fallait appeler une ambulance et l'amener à l'hôpital. Dans un français très approximatif j'ai dû expliquer aux services d'urgence quel était le problème et devant leur apparent manque de compréhension, je me suis énervé d'une telle manière qui a fini par les convaincre de la gravité de la situation. Ensuite ils ont conduit la fille à l'hôpital dans les plus brefs délais afin qu'elle reçoive des soins médicaux. Dieu merci, après une semaine passée à l'hôpital elle a pu s'en sortir saine et sauve.

---

## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

**Complete the assignment that follows.**

Imagine that a proposal has been made to extend the school day by two hours. Writing in French for an audience of educated adults, take a position for or against this proposal. In your response, you may wish to include, but are not limited to, the following topics:

- advantages and disadvantages of the proposal; and
- an explanation of why you support or oppose the proposal.



■ Strong Response to Sample Constructed-Response Assignment Two

Tout d'abord je crois qu'une telle idée irait à l'encontre des meilleurs intérêts des élèves. D'un côté, peut-être qu'une telle prolongation serait bénéfique pour les parents en leur permettant de pouvoir rentrer chez eux deux heures plus tard sans se soucier de leurs enfants, mais d'un autre côté cela serait excessif pour les élèves qui auront déjà passé une bonne partie de la journée à l'école.

A mon avis justement, exiger des jeunes élèves qu'ils restent deux heures de plus à l'école, aura comme résultat une accumulation de fatigue (voir un surmenage) nocive, qui ne justifierait pas les progrès anticipés enregistrés dans certaines disciplines scolaires. Par conséquent, je suis clairement contre une telle proposition, quoique je sois parfaitement consciente qu'il y aura des gens qui seront de l'avis contraire.

Une telle proposition suscitera toujours des opinions diverses mais je pense qu'un débat ouvert, conduit d'une manière démocratique et civilisé, aboutira sur une décision acceptée par tous les partis concernés.

## CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

<b>PURPOSE</b>	The extent to which the response fulfills the purpose of the assignment and is appropriate for the intended audience
<b>DEVELOPMENT</b>	The extent to which the response is elaborated using specific, relevant supporting detail
<b>COHERENCE</b>	The extent to which the response communicates meaning through ideas that are organized and clearly expressed
<b>GRAMMAR, SYNTAX, AND MECHANICS</b>	The extent to which the response demonstrates control of grammatical forms and syntax, spelling, diacritical marks, and punctuation
<b>VOCABULARY</b>	The extent to which the response demonstrates command of vocabulary and idiomatic expressions

## Section 5: Test II Sample Constructed-Response Assignments

Each response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the criteria on the previous page.

Score	Description
3	<p>The "3" response reflects thorough understanding and strong command of written performance as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"><li>• The response fully achieves the purpose of the assignment and is appropriate for the intended audience.</li><li>• The response is fully developed, providing specific, relevant details.</li><li>• The response effectively communicates meaning through ideas that are clearly expressed and well organized.</li><li>• The response demonstrates thorough control of grammar and syntax, including mechanics, with only minor errors that do not interrupt communication.</li><li>• Vocabulary reflects broad command of the language and appropriate use of idiomatic expressions.</li></ul>
2	<p>The "2" response reflects general understanding and command of written performance as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"><li>• The response generally achieves the purpose of the assignment and is generally appropriate for the intended audience.</li><li>• The response is generally developed, with some elaboration of relevant, specific points.</li><li>• The response communicates meaning through ideas that are generally clear and organized.</li><li>• The response generally demonstrates control of grammar and syntax, including mechanics. Some errors may cause minor interruptions in communication.</li><li>• Vocabulary reflects general command of the language and generally appropriate use of idiomatic expressions. Minor errors do not impede communication.</li></ul>
1	<p>The "1" response reflects limited or no understanding or command of written performance as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"><li>• The response fails to achieve the purpose of the assignment and is inappropriate for the intended audience.</li><li>• Development is limited, lacking supporting details, or irrelevant.</li><li>• Ideas are unclear and disorganized, resulting in limited or no communication of meaning.</li><li>• The response demonstrates limited control of basic elements of grammar and syntax, including mechanics. Frequent errors impede communication.</li><li>• Vocabulary is limited, simple, and inadequate. Word usage errors and misformations impede communication.</li></ul>

Please note: A response that is unrelated to the assigned topic, illegible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.