

END TERM 3 2026 — GRADE 10
FRENCH
MARKING SCHEME & TEACHER'S GUIDE
TOTAL: 100 MARKS

GENERAL MARKING GUIDANCE

Award marks for correct, relevant and communicative French. Accept valid alternative answers where they convey the required meaning. For extended writing, use the curriculum design's writing criteria: punctuation/orthography, language structures, vocabulary/expressions, coherence and interest/engagement. The curriculum design also provides four performance levels—Exceeds Expectation, Meets Expectation, Approaches Expectation and Below Expectation—for listening, reading, writing and grammar.

SECTION A — LISTENING / COMPREHENSION (15 MARKS)

1. a) Elle habite à Ruiru. (1) b) Avec ses parents et son frère. (1) c) Elle va à l'école à pied. (1) d) Parce qu'elle apprend à communiquer avec ses amis. (1) e) Elle rentre en bus. (1) f) Any two: légumes, fruits, pain, lait. (2) g) Elle aimerait voyager en train. (1). **(8 marks)**

2. Any two healthy choices explicitly supported by the passage, e.g. acheter/choisir des aliments sains, acheter des légumes, fruits or lait. 1 mark each. **(2 marks)**

SECTION B — READING COMPREHENSION & VOCABULARY (25 MARKS)

3. a) Samedi dernier. (1) b) Avec sa sœur. (1) c) Parce qu'elle était jolie et bon marché. (2) d) Une robe rouge. (1) e) To compare prices of several shops/stores. (2) f) Acheter seulement ce dont ils ont besoin et éviter les dépenses inutiles. (1). **(8 marks)**

4. a) vêtements (1); b) bon marché (1); c) vendeuse (1); d) inutiles (1); e) ils sont rentrés chez eux (1). **(5 marks)**

5. a) école (1); b) légumes (1); c) train (1); d) temps / météo (1). **(4 marks)**

6. 1–B; 2–C; 3–A; 4–D. 1 mark each. **(4 marks)**

7. One correct example in each category: transport (e.g. bus/train/matatu); school activity (e.g. lire/étudier/jouer); healthy food (e.g. fruits/légumes); shop (e.g. boutique/supermarché/librairie). 1 mark each. **(4 marks)**

SECTION C — GRAMMAR & LANGUAGE STRUCTURES (30 MARKS)

8. a) allons; b) aime; c) ai; d) prenez; e) font; f) veux. 1 mark each. **(6 marks)**

9. Suggested answers: a) Il/Elle; b) Nous; c) Vous; d) Ils/Elles; e) Je. 1 mark each. **(5 marks)**

10. Suggested answers: a) sur; b) près de; c) au; d) dans; e) derrière. Accept other grammatically and contextually appropriate options where the sentence remains meaningful. 1 mark each. **(5 marks)**

11. a) rouge; b) nouveaux; c) grande; d) bleu; e) vertes. 1 mark each. **(5 marks)**

12. a) une; b) les; c) l'; d) un; e) des. 1 mark each. **(5 marks)**

13. a) mais; b) donc; c) ou; d) parce que. 1 mark each. **(4 marks)**

SECTION D — GUIDED / FUNCTIONAL WRITING (15 MARKS)

14. 5 marks: relevant school routine content (2); appropriate time expression (1); at least two school activities/subjects (1); grammatical clarity and correct basic vocabulary (1). **(5 marks)**

15. 5 marks: greeting/closing (1); product (1); price (1); quantity/size question and response (1); grammatical/communicative clarity (1). **(5 marks)**

16. 5 marks: clear starting point and destination (1); at least three correct location/direction expressions (2); logical sequence (1); grammatical clarity (1). **(5 marks)**

SECTION E — EXTENDED WRITING (15 MARKS)

17. 15 marks: content/task fulfilment 5; language structures/grammar 3; vocabulary and expressions 3; coherence/organisation 2; punctuation/orthography 1; interest/engagement/originality 1. **(15 marks)**

CURRICULUM COVERAGE / TRACEABILITY

Curriculum Sub-strand	Questions	Coverage
1.1 Listening for Information	Q1	Social life: family/friends and extracting information from audio
1.2 Listening for Comprehension	Q1	Home/environment, location, weather
1.3 Listening for Comprehension	Q1	Tourism/transport, travel and safety
1.4 Oral Expression	Q2, Q14–17	Preferences, food/drinks and communication
1.5 Interactive Speaking	Q15–16	Dialogue, interaction and directions
1.6 Interactive Speaking	Q15	Shopping/customer–shopkeeper interaction
2.1 Reading for Vocabulary	Q4–5	Thematic vocabulary
2.2 Reading for Comprehension	Q3	Home/environment and written-text interpretation
2.3 Reading for Comprehension	Q3	Transport, travel and safety
2.4 Reading Comprehension	Q3	Healthy foods and drinks
2.5 Reading for Vocabulary	Q5	School routine/world of work vocabulary
2.6 Reading for Vocabulary	Q3–5	Shopping vocabulary and simple texts
3.1 Informative Writing	Q14	Simple school/social information
3.2 Guided Writing	Q16	Home/location and directions
3.3 Guided Writing	Q17b	Transport/travel
3.4 Guided Writing	Q17a	Food, drinks and healthy choices
3.5 Guided Writing	Q14	School routine and timetable
3.6 Guided Writing	Q15, Q17c	Shopping, quantities and prices
4.1 Grammar	Q8–9	Pronouns and verbs
4.2 Grammar	Q10	Prepositions and nouns
4.3 Grammar	Q8, Q13	Verb forms and conjunctions
4.4 Grammar	Q11–12	Adjectives, articles, nouns and agreement
4.5 Language Structures	Q14–16	Time, school, directions and functional structures
4.6 Grammar	Q10–13	Descriptions, quantities and buying/selling structures

THEME COVERAGE

Theme 1.0 Social Life: My Friend — family, friends, likes/dislikes and communication.

Theme 2.0 My Environment: My Home — rooms, locations, directions, weather and safety.

Theme 3.0 Tourism: Means of Transport — means of transport, travel, reservations and safety.

Theme 4.0 Health: My Body / Food and Drinks — preferences, healthy foods, meals and healthy lifestyles.

Theme 5.0 School and World of Work: School Routine — school subjects, activities, timetable, days/months and routines.

Theme 6.0 World of Business: Shopping — shops, goods, quantities, measurements, prices, buying and selling.

PAPER BALANCE

Listening/Aural 15%; Reading & Vocabulary 25%; Grammar/Language Structures 30%; Guided/Functional Writing 15%; Extended Writing 15%. The assessment is cumulative rather than restricted to one term/theme and samples the four curriculum strands and all six Grade 10 themes.

RUBRIC APPLICATION

For writing moderation, apply the curriculum design's descriptors for punctuation/orthography, correct language structures, vocabulary and expressions, coherent sentence/text production and interest in producing written texts. For grammar, consider correct verb tenses/conjugations, sentence structure/order and proper use of French articles. The curriculum design presents the performance levels Exceeds Expectation, Meets Expectation, Approaches Expectation and Below Expectation.

