

Français 3202
June 2011 Public Exam Outcome Report

This examination was prepared according to the Table of Specifications.

Part II: Total Value – 75%

Selected Response (SR) - 50%
Constructed Response (CR) - 25%

Section A: Total Value - 25%				
Item 1 (10%)				
	Question Type	Curricular Concept	Skill	Description
1	SR -Visual	Examine a variety of representations for pertinent information. The visuals used in this item may include people, items or scenery, for example. Literal or general listening comprehension is evaluated in this activity.	Listening	Students are presented with one picture or image. They listen to four sentences and select from among them the most appropriate one to accompany the given image.
2	SR -Visual			
3	SR -Visual			
4	SR -Visual			
5	SR -Visual			
6	SR -Visual			
7	SR -Visual			
8	SR -Visual			
9	SR -Visual			
10	SR -Visual			

Item 2 (15%)						
	Question Type	Cognitive Level	Skill	Description		
Dialogue 1						
11	SR	Comprehension (Infer)	Listening	Students hear three different passages. The passages will either be dialogues or monologues or a combination of both. Each listening passage is followed by five selected response items.		
12	SR	Comprehension/Textual understanding				
13	SR	Literal				
14	SR	Literal				
15	SR	Comprehension (Infer)				
Monologue						
16	SR	Comprehension/Connect ideas				
17	SR	Literal				
18	SR	Comprehension				
19	SR	Comprehension/Textual understanding				
20	SR	Application/Tone				
Dialogue 2						
21	SR	Comprehension				
22	SR	Comprehension				
23	SR	Literal				
24	SR	Literal				
25	SR	Comprehension				

Section B: Total Value - 25%						
	Question Type	Cognitive Level	Skill	Description		
	Narrative					
26	SR	Comprehension/Textual understanding	Reading	Students complete a total of 25 selected response items for three text or sight passages. These passages are relevant to the students and realistic in the assumption of students' cultural awareness and knowledge base.		
27	SR	Comprehension/Textual understanding				
28	SR	Comprehension/Textual understanding				
29	SR	Comprehension/Textual understanding				
30	SR	Idiomatic expression/Textual understanding				
31	SR	Comprehension/Textual understanding				
32	SR	Comprehension/Textual understanding				
33	SR	Comprehension/Textual understanding				
Poetic						
34	SR	Comprehension/ Adjective				
35	SR	Comprehension/ Pronoun				
36	SR	Literal				
37	SR	Literal				
38	SR	Synthesize				
39	SR	Application/Read for meaning				
40	SR	Analysis/Message				
Argumentative/Persuasive						
41	SR	Comprehension/ Adjective				
42	SR	Application/Analysis				
43	SR	Synthesize				
44	SR	Comprehension/Read for meaning				
45	SR	Inferential/Connect ideas				
46	SR	Comprehension/ Pronoun				
47	SR	Literal				
48	SR	Comprehension/Textual understanding				
49	SR	Application/Tone				
50	SR	Analysis/Message				

Section C: Total value - 25%				
	Question Type	Specific Curriculum Outcomes	Skill	Description
51	CR	<ul style="list-style-type: none"> • Describe the plot, main ideas, events or actions. • Describe conflicts, obstacles, behaviours, habits and customs. • Analyze and compare information and ideas. • Assess the importance of people, actions, events, opinions or ideas. 	Writing	<p>Students write a comparative essay of approximately 350 words in which they refer to two literary works studied.</p> <p>A rating scale was used to assess:</p> <p>Structure (60%)</p> <ul style="list-style-type: none"> • Organization • Pertinence of arguments • Support of arguments <p>and</p> <p>Form (40%)</p> <ul style="list-style-type: none"> • Grammar • Word and expression choice • Spelling, punctuation
52	CR	<ul style="list-style-type: none"> • Express opinions with supporting details. • Describe the emotions evoked by an author, character, idea, event, action or place. 		<p>Students write a personal response composition of approximately 200 words in which they refer to one character in a literary piece studied.</p> <p>A rating scale was used to assess:</p> <p>Structure (60%)</p> <ul style="list-style-type: none"> • Organization • Pertinence of arguments • Support of arguments <p>and</p> <p>Form (40%)</p> <ul style="list-style-type: none"> • Grammar • Word and expression choice • Spelling, punctuation

Français 3202 Public Examination June 2011
Marking Board Comments

The following comments were compiled by the June 2011 marking panel. Please use these comments in conjunction with the item analysis and subtest scores for your school and the Outcome Report to prepare your action plan for 2011-2012.

- Writing continues to be the most significant challenge for students. Vocabulary acquisition, accurate use of language conventions, adequate support through direct reference to literary works, and organization and presentation of answers continue to require attention of teachers and students.
- Students often seemed to be reaching for contextual vocabulary throughout their answers. This often resulted in a lack of clarity of ideas. Contextual vocabulary activities that highlight pertinent vocabulary might help students communicate their ideas with more clarity. For example, activities that integrate vocabulary such as *la baignoire*, *une auberge*, *l'évêque*, *un abri*, *un forçat*, etc. when referring to *Les Misérables* may help students express their ideas with more fluidity.
- On several occasions, markers commented that an answer reflected details presented in the film interpretation of the work rather than the novel or play. Some students referred to incidents/actions depicted in film productions that were markedly different from the print form. Others drew conclusions about characters or thematic statements that were not developed to the same extent in the literary work. It would be prudent for students to ensure their references on summative evaluations are based only on the authorized resources.
- Item 52: Students are reminded that while they are asked to give their opinion, it is important that they provide specific references from the literary work to support it and not simply draw from their personal experience or from a thematic element of the work to make a general statement.