

## Français 3202

### June 2012 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	Literal	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	Idiomatic Expression/Textual understanding		
13	SR	Literal		
14	SR	Literal		
15	SR	Comprehension/Inference		
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	Literal		

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/Inference		
35	SR	Comprehension/Inference		
36	SR	Comprehension/Pronoun		
37	SR	Comprehension/Tone		
38	SR	Comprehension/Message		
39	SR	Comprehension/Inference		
40	SR	Comprehension/Textual understanding		
Argumentative/Persuasive				
41	SR	Literal		
42	SR	Literal		
43	SR	Comprehension/Inference		
44	SR	Comprehension		
45	SR	Literal		
46	SR	Comprehension/Pronoun		
47	SR	Comprehension/Inference		
48	SR	Comprehension/Inference		
49	SR	Literal		
50	SR	Comprehension/Textual understanding		

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

## Français 3202 Public Examination June 2012

### Marking Board Comments

The following comments were compiled by the June 2012 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 2012-2013.

- Writing continues to be the most significant challenge for students, however the overall average this year for this section was the highest ever. For Item 51, the majority of the students' answers were clearly structured, containing an introduction, multi-paragraphed development, and a conclusion. There were very few instances of plot summary which was an improvement from previous years.

In the case of weak answers, students did not provide enough support for their arguments and in some cases only displayed a very basic knowledge of the literary works.

Form was most often the weakest aspect of the answer. The *erreurs fréquentes* provide an overview of the most common errors.

- Item 52 proved problematic for many students. In the majority of cases where the students did not perform well, they simply did not answer the question. Throughout the discussion of concerns about this item, markers felt that students are perhaps better prepared for Item 51 in that it is a structured, factual answer while Item 52 is of a more creative nature.