

Français 3202

June 2013 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.	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	The visuals used in this item may include people, items or scenery, for example.		
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 - Les carrières/Le bilinguisme				
11	SR	Comprehension	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	Literal		
13	SR	Literal		
14	SR	Comprehension/Inference		
15	SR	Comprehension		
Monologue - La musique/La culture				
16	SR	Comprehension		
17	SR	Literal		
18	SR	Comprehension		
19	SR	Literal		
20	SR	Comprehension		
Dialogue 2 - Les carrières/Le cinéma				
21	SR	Literal		
22	SR	Literal		
23	SR	Literal		
24	SR	Literal		
25	SR	Literal		

Section B: Total Value - 25%				
	Question Type	Cognitive Level	Skill	Description
	Opinion piece			
26	SR	Comprehension	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	Word meaning/Textual understanding		
28	SR	Literal		
29	SR	Literal		
30	SR	Expression/Textual understanding		
31	SR	Comprehension		
32	SR	Literal		
33	SR	Expression/Textual understanding		
Poetic				
34	SR	Comprehension/Pronoun		
35	SR	Idiomatic expression/Textual understanding		
36	SR	Comprehension/Inference		
37	SR	Comprehension		
38	SR	Purpose of repetition		
39	SR	Comprehension/Theme		
40	SR	Comprehension/Tone		
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"> 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 (350 words minimum) 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 (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>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 2012
Marking Board Comments

The following comments were compiled by the June 2013 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 2013-2014.

Oral Production:

Careful consideration must be given to the following points when administering the Oral Production Exercise:

- State the theme of the image before asking the questions.
- Ensure the student is comfortable and at ease before beginning.
- Read each question as it is written in the script first. Reformulate it only if the student does not understand or asks for it to be repeated.
- Avoid supplying the French vocabulary for a word or expression given in English. Give the student the time to find the word or to find another way of expressing their point.
- Use ‘tu’ as is written in the questions, rather than using both ‘tu’ and ‘vous’ interchangeably.
- In cases where the student’s answers are too brief, ask additional questions or simply ask the student to explain a little more. In this way the student will have every opportunity to provide a fair sample of their abilities.
- To ensure consistency in grading, it is important to refer to the scoring scale following each interview and to break the mark down for both content and form.
- Half marks are permitted for content and form, but the final mark should be rounded.

Writing:

Item 51

The majority of the students' answers were clearly structured, containing an introduction, multi-paragraphed development, and a conclusion. The problem of plot summary was however a concern for a number of students. It seemed as though they felt the need to retell the story in order to answer the question. There were also many cases where the whole question was not answered.

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. A list of common errors organized according to **vocabulaire, orthographe, verbes, pronoms, homonymes, et autre (structure)** is available at <http://www.ed.gov.nl.ca/edu/k12/evaluation/francais3202.html>

Item 52

In the majority of cases where the students did not perform well, they did not support their answer through the use of specific references to the literary works. There were also cases where students wrote too much about their personal life while making little to no reference to the literary works.