

Français 3202
June 2018 Public Exam Outcome Report

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. Specific Curriculum Outcomes: <ul style="list-style-type: none"> Examine a variety of representations for pertinent information.
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	Curricular Concept	Skill	Description
Monologue 1			Listening	<p>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.</p> <p>Specific Curriculum Outcomes:</p> <ul style="list-style-type: none">Obtain information, share experiences and broaden perspectives.Communicate effectively.
11	SR	Interpretation		
12	SR	Comprehension/Recall		
13	SR	Comprehension		
14	SR	Recall		
15	SR	Interpretation		
Dialogue				
16	SR	Recall		
17	SR	Comprehension		
18	SR	Comprehension		
19	SR	Comprehension		
20	SR	Interpretation		
Monologue 2				
21	SR	Interpretation		
22	SR	Comprehension		
23	SR	Recall		
24	SR	Comprehension		
25	SR	Interpretation		

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Section B: Total Value - 25%				
	Question Type	Curricular Concept	Skill	Description
26	SR	Inference	Reading	<p>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.</p> <p>Specific Curriculum Outcomes:</p> <ul style="list-style-type: none"> • Use a combination of cueing systems and strategies to read, view and understand texts. • Demonstrate interest in reading and viewing as a means to extend knowledge and skills.
27	SR	Interpretation		
28	SR	Inference		
29	SR	Contextual understanding/Vocabulary		
30	SR	Comprehension/Pronoun		
31	SR	Contextual understanding/Vocabulary		
32	SR	Inference		
33	SR	Inference		
34	SR	Interpretation		
35	SR	Interpretation		
36	SR	Inference		
37	SR	Inference		
38	SR	Contextual understanding/Expression		
39	SR	Interpretation		
40	SR	Inference		
41	SR	Inference		
42	SR	Comprehension		
43	SR	Interpretation		
44	SR	Comprehension		
45	SR	Interpretation		
46	SR	Contextual understanding/Vocabulary		
47	SR	Interpretation		
48	SR	Interpretation		
49	SR	Interpretation		
50	SR	Interpretation		

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Section C: Total value - 25%				
	Question Type	Specific Curriculum Outcomes	Skill	Description
51	CR	<ul style="list-style-type: none"> Examine themes in literary works. Describe the plot, main ideas, events or actions. Express opinions with supporting details. Write stories, letters, reports, essays, compositions and publicity. State clearly the subject of the piece of writing. Organize and sequence information logically. Select ideas and facts appropriate to the audience, topic and setting. Use appropriate words, or visuals when appropriate, to convey feelings, a theme or message. Use structure and form appropriately. Support opinions with facts and examples. Finalize the organization of ideas (eg. Order of details, logical line of argument, development of main ideas, paragraph connections, coherent story line and consistent characterization) Use specific and clear words, phrases, or visuals when appropriate (eg. Experiment with words or visuals) Use a variety of sentence structures. Use language functions correctly. Use precise and appropriate vocabulary. Use a variety of transitional words for time-order. Use tenses and moods correctly. Use homophones correctly. Use antonyms, synonyms and infinitives correctly. Use standard spelling and capitalization, checking various references. Use correct punctuation. 	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

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	Question Type	Specific Curriculum Outcomes	Skill	Description
52	CR	<ul style="list-style-type: none"> Record thoughts feelings, opinions and interests though journals and responses to literature. Express opinions with supporting details. Describe the emotions evoked by an author, character, idea, event, action or place. Compare fictitious events and actions to real life ones. Write stories, letters, reports, essays, compositions and publicity. Defend their feelings or opinions in reflective responses to literature, editorials, reports and publicity. State clearly the subject of the piece of writing. Organize and sequence information logically. Select ideas and facts appropriate to the audience, topic and setting. Use appropriate words, or visuals when appropriate, to convey feelings, a theme or message. Use structure and form appropriately. Support opinions with facts and examples. Finalize the organization of ideas. (eg. Order of details, logical line of argument, development of main ideas, paragraph connections, coherent story line and consistent) Use specific and clear words, phrases, or visuals when appropriate (eg. Experiment with words or visuals) Use a variety of sentence structures. Use language functions correctly. Use precise and appropriate vocabulary. Use a variety of transitional words for time-order. Use tenses and moods correctly. Use homophones correctly. Use standard spelling, capitalization, checking various references. Use correct punctuation. 	Writing	<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