

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 baigne*, *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.