

Français 3202
June 2014 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.
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
Dialogue 1 - Les carrières/Le bilinguisme			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.
11	SR	Comprehension		
12	SR	Comprehension		
13	SR	Comprehension		
14	SR	Comprehension		
15	SR	Comprehension		
Dialogue 2 - La musique/La culture				
16	SR	Comprehension		
17	SR	Literal		
18	SR	Comprehension		
19	SR	Comprehension/Inference		
20	SR	Literal		
Monologue – L'économie/La culture				
21	SR	Literal		
22	SR	Comprehension		
23	SR	Literal		
24	SR	Literal		
25	SR	Comprehension/Inference		

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Section B: Total Value - 25%						
	Question Type	Curricular Concept	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	Comprehension/Inference				
36	SR	Comprehension/Inference				
37	SR	Idiomatic expression/Textual understanding				
38	SR	Comprehension				
39	SR	Comprehension/Theme				
40	SR	Comprehension/Inference				
Argumentative/Persuasive						
41	SR	Comprehension/Inference				
42	SR	Comprehension/Inference				
43	SR	Literal				
44	SR	Literal				
45	SR	Literal				
46	SR	Comprehension/Pronoun				
47	SR	Comprehension/Inference				
48	SR	Comprehension/Inference				
49	SR	Comprehension/Textual understanding				
50	SR	Comprehension				

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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. • Express opinions with supporting details. • Describe the emotions evoked by an author, character, idea, event, action or place. 	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. • Describe conflicts, obstacles, behaviours, habits and customs. • Compare fictitious events and actions to real life ones. 		<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

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Marking Board Comments.

The following comments were compiled by the June 2014 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 2014-2015.

Oral Production:

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

- Clearly state the exam number and the theme of the interview at the beginning of the recording.
- Ensure all items on the Oral Production Monitoring Form are completed for each student, in particular the track number of the recording.
- Ensure that family names are not used to address the student. First names are permitted during the interview.
- Read each question as it is written in the script. Repeat or rephrase the questions only if the student does not understand or asks for it to be repeated.
- Avoid prompting students in any way to provide needed French vocabulary. Allow the student time to find the word or to find another way of expressing their point.
- To ensure consistency in grading, it is important to refer to the scoring scale following each interview and to record the mark for both content and form.
- Ensure total score recorded does not have half marks. Half marks are permitted for content and form, but the total score should not have decimals or fractions.

Writing:

Item 51

The majority of the student responses exhibited good structure, containing an introduction, multi-paragraphed development, and a conclusion. In the cases where students used the five paragraph model of a comparative essay, it was noted that the fourth paragraph served as another conclusion creating a response with too much repetition.

In the case of weak answers, students did not provide enough support with specific references to the literary works. In a number of cases, students talked about three or more characters rather than focusing on the two as stated in the question. The plot summary was also a problem where students did not answer the question specifically but rather told what they knew 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, homophones, et autre** 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 or gave general commentary on life while making little to no reference to the literary works.