

Français 3202
June 2015 Public Exam Outcome Report

Part II: Total Value – 75%

Selected Response (SR) - 50%

Constructed Response (CR) - 25%

Section A: Total Value - 25% Listening			
Item 1 (10%)			
	Question Type	Curricular Concept	Description
1	SR Visual	Comprehension	<p>Students are presented with one picture or image. The visuals may include people, items or scenery, for example. They listen to four sentences and select from among them the most appropriate one to accompany the given image.</p> <p>Specific Curriculum Outcomes:</p> <ul style="list-style-type: none"> Examine a variety of representations for pertinent information.
2	SR Visual	Comprehension	
3	SR Visual	Comprehension	
4	SR Visual	Comprehension	
5	SR Visual	Comprehension	
6	SR Visual	Comprehension	
7	SR Visual	Comprehension	
8	SR Visual	Comprehension	
9	SR Visual	Comprehension	
10	SR Visual	Comprehension	

Item 2 (15%)			
	Question Type	Curricular Concept	Description
Dialogue 1			<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. Students only see the questions on the exam booklet. The optional answers are heard only.</p> <p>Specific Curriculum Outcomes:</p> <ul style="list-style-type: none"> Obtain information, share experiences and broaden perspectives Communicate effectively
11	SR	Comprehension	
12	SR	Comprehension	
13	SR	Inference	
14	SR	Inference	
15	SR	Inference	
Monologue			
16	SR	Comprehension	
17	SR	Comprehension	
18	SR	Interpretation	
19	SR	Comprehension	
20	SR	Inference	
Dialogue 2			
21	SR	Inference	
22	SR	Comprehension	
23	SR	Comprehension	
24	SR	Comprehension	
25	SR	Comprehension	

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Section B: Total Value – 25% Reading				
	Question Type	Curricular Concept	Description	
26	SR	Comprehension	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		
28	SR	Expression/ textual understanding		
29	SR	Expression/ textual understanding		
30	SR	Comprehension		
31	SR	Expression/ textual understanding/ inference		
32	SR	Comprehension		
33	SR	Comprehension/inference		
34	SR	Comprehension		One of the texts is a poem/song. (poetic text) The other two selections may be informative, expository, etc.
35	SR	Expression/ textual understanding/ inference		
36	SR	Comprehension/inference		
37	SR	Comprehension		
38	SR	Comprehension/ inference		
39	SR	Theme/ inference		
40	SR	Tone/ inference		
41	SR	Comprehension/ inference		
42	SR	Comprehension		
43	SR	Comprehension		
44	SR	Comprehension	Specific Curriculum Outcomes: <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 	
45	SR	Comprehension		
46	SR	Comprehension/ pronoun		
47	SR	Comprehension/ inference		
48	SR	Comprehension		
49	SR	Comprehension		
50	SR	Expression/ textual understanding		

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Section C : Total Value 25% Writing	
Item 51	
<p>Description: Students write an essay (350 words minimum) in which they refer to two literary works studied. 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>Form (40%)</p> <ul style="list-style-type: none"> • Grammar • Word and expression choice • Spelling, punctuation
Question type	Specific Curriculum Outcomes
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.

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Item 52	
Description: Students write a composition (200 words minimum) in which they refer to one character in a literary piece studied. A rating scale was used to assess:	
Structure (60%)	Form (40%)
<ul style="list-style-type: none"> • Organization • Pertinence of arguments • Support of arguments 	<ul style="list-style-type: none"> • Grammar • Word and expression choice • Spelling, punctuation
Question type	Specific Curriculum Outcomes
CR	<ul style="list-style-type: none"> • Record thoughts feelings, opinions and interests through 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 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.

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Marking Board Comments

Oral Production:

Some points to keep in mind when administering and scoring oral interviews:

- Final scores no longer need to be rounded. The total may include a half point.
- Clearly state the exam number and theme of the interview at the beginning of each recording.
- Complete all items on the Oral Production Monitoring Form in particular the exam number and track number for each recording.
- Read each question as it appears on the question sheet and to only repeat or restate a question when a student has not understood the original question.
- Avoid prompting students by giving words or ideas if they require French vocabulary.
- 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.

Written Production:

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. 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

The majority of the student responses exhibited good structure. However, some students did neglect to write in paragraphs for this item. Most students were able to answer the question and give a pertinent answer. 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.