French 3200
June 2011 Public Exam Outcome Report

This examination was prepared according to the Table of Specifications.

Part II: Total Value – 75%

Selected Response (SR) - 27%
Constructed Response (CR) - 48%

Section A: Total Value - 25%				
Tâche 1 - Visuals				
Item	**Question Type**	**Theme/ Cognitive Level**	**Skill**	**Description**
1	SR	*La santé/l'activité physique*	Listening	Students hear a series of descriptions of people, items, or events and they associate a person, item or event with each description. This involves a series of four images for each item part.
2	SR	*Le transport/ les achats*		
3	SR	*La communication/ la technologie*		
4	SR	*Les passe-temps*		
5	SR	*Le transport/ voyager*		
Tâche 2 - Dialogue/Interview				
6	SR	*Les sports*	Listening	Students hear an interview, report or similar oral text of approximately two and one half minutes in length involving one to three people. Item parts focus on the main points of the text and range in difficulty from relatively easy to more challenging. They require a variety of response types from factual recall to inference.
7	SR			
8	SR			
9	SR			
10	CR			
11	CR			
12	CR			
Tâche 3 - Monologue				
13	SR	*Apprendre une deuxième langue/ la francophonie*	Listening	Students hear a monologue of approximately three and one half minutes in length. Item parts focus on the main points of the text and range in difficulty from relatively easy to more challenging. They require a variety of response types from factual recall to inference.
14	SR			
15	SR			
16	SR			
17	CR			
18	CR			
19	CR			

Section B: Total Value - 26%				
Tâche 4 - Reading text				
Item	**Question Type**	**Theme/ Cognitive Level**	**Skill**	**Description**
20	SR	*Musique/ Canadiens marquants*	Reading	Students read an authentic text (may be adapted) of approximately 400 words on a topic related to an aspect of culture and the themes of the course. Question parts range from knowledge to analysis. There are four selected response items (20-23); three constructed response items (24-26) that require answers of approximately two sentences; one part (27) that requires a paragraph linked to both the general topic of the passage and the course outcomes for culture and
21	SR			
22	SR			
23	SR			
24	CR			
25	CR			
26	CR			
27	CR	Application/ Personal reaction		
28	SR	Vocabulary/Textual meaning/Adjective		
29	SR	Vocabulary/Textual meaning/Verb		
30	SR	Vocabulary/Textual meaning /Verb		

31	SR	Vocabulary/Textual meaning/Noun		communicating, and five parts (28-32) that require students to match vocabulary from the text with synonyms. A scoring scale is used to correct item 27: *Cultural content* (4 points) and *Communication* (2 points).
32	SR	Vocabulary/Textual meaning/ Adverb		
Tâche 5 - Cloze passage *(Culture/la mode)*				
33	SR	Contextual meaning/Noun	Reading	Students test their proficiency in French by completing a modified cloze passage. There are five spaces to complete in the passage. Specific elements evaluated are high frequency, semantically based, testing meaning not form.
34	SR	Contextual meaning/Adverb		
35	SR	Contextual meaning/Verb		
36	SR	Contextual meaning/Adverb		
37	SR	Contextual meaning/Adjective		

Section C: Total Value - 24%				
Tâche 6 - School Newspaper report				
38	CR	*Une visite*	Writing	Students act as reporters for a school newspaper. The topic is presented by means of an image with a short caption. They write an account of this event in approximately 75 words. (Value: 10 points) Performance criteria: • Ideas/content (4) • Vocabulary (3) • Clarity (3)
Tâche 7 – Writing Piece				
39	CR	*L'amiité/ la francophonie/ la culture*	Writing	This item includes responses to penpal advertisements, essay contests or similar situations. Context requires students to communicate information about self, school, hobbies, interests or family. Students write a piece of approximately 120 words. (Value:14 points) Performance criteria: • Organization (3) • Ideas/Content (4) • Vocabulary (3) • Clarity (4)

French 3200 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.

- Students continue to have difficulty with stating answers, particularly for inverted questions.

  Exemple: Quel instrument de musique joue-t-il?

  Student: **Joue-t-il** de la guitare.

- Item 27 – As outlined in the Table of Specifications, this item requires a paragraph linked to both the general topic of the passage and the course outcomes for culture and communicating. Students must remember that this is an original piece where they have to express their own ideas; the answer is not in the text.

- Tâche 6 (Item #38) – For full marks in content, students had to write the piece as a newspaper article addressing all relevant questions – who, what, when, where, etc. Organizing one's ideas is important and the use of English detracts from clarity as well as vocabulary.

- Students should be encouraged to write a rough draft for all writing items of the examination. This will allow them to organize their ideas and to write with clarity and coherence.