

Français langue seconde 12

Report to Schools June 2014

Comments from the Markers

Below are topic areas and skills in which students seemed to be well prepared (**strengths**) and those in which students needed improvement (**weaknesses**) according to the examination markers.

Curriculum Organizer	Areas of Strength	Areas of Weakness
Texte d'information	<ul style="list-style-type: none"> • Most students understood the information text. • The level of vocabulary was appropriate for higher-level responses. • Strong responses had good, well-integrated quotations and provided an explanation. • Many students used adequate paragraph structure and kept responses at the required length. 	<ul style="list-style-type: none"> • Many students did not refer to the text in their responses. • Some students lacked the appropriate quotation, or improperly used quotations to explain the text. • Weaker responses often chose to summarize the text or answer only one aspect of the question. • Lower-level responses based their explanations through direct examples and quotations taken from the text. • Some students assessed the relevance of the question according to their opinion.
Texte littéraire en prose	<ul style="list-style-type: none"> • The level of vocabulary was appropriate for higher-level responses. • Stronger responses wrote organized paragraphs and showed clarity in their answer. 	<ul style="list-style-type: none"> • Weak responses lacked knowledge of the literary device or addressed another literary device than the one asked for. • Many students showed a superficial understanding of the text.
Composition	<ul style="list-style-type: none"> • All students attempted the question and were able to stay on topic. • Most students used adequate paragraph structure and kept responses at the required length. • Strong responses attempted to use connecting words and gave pertinent examples. • Stronger responses supported their opinion with specific details. • Strong responses demonstrated fluidity in their writing. 	<ul style="list-style-type: none"> • Weak responses lacked subject and verb agreement and basic verb conjunction. • Weaker responses misspelled basic vocabulary, inserted English words, or used direct translations. • Lower-level responses used English syntax structure and word order instead of French. • Many student misused accents and the French keyboard or made typographic and punctuation errors.

	<ul style="list-style-type: none"> • Upper-level responses successfully used a variety of verb tenses. • Strong responses used appropriate vocabulary for the topic. 	<ul style="list-style-type: none"> • Weaker responses were not expressed clearly or fell back on redundant information.
<p>Composante Orale</p>	<ul style="list-style-type: none"> • Most students chose and developed interesting topics that they were passionate about. • Students with strong responses introduced their topic precisely and stayed-on topic throughout their conversation. • Many students had done appropriate research and were well-informed. • Most students understood the question of the interviewer and were able to respond appropriately. • Upper-level responses employed precise vocabulary related to their topic. • Most students spoke very fluently; markers noted fewer hesitations than in previous sessions. 	<ul style="list-style-type: none"> • Many students lacked grammatical-correctness in their spoken French, with errors in the conjugation of verbs, the gender of nouns, the superlatives, contractions, and adjective-noun agreements. • Lower-level responses used English syntax with French words inserted, instead of French syntax. • Some students did not use correct pronunciation in their responses. • Weaker responses did not use proper vocabulary and expressions to support their topic. • Some students chose topics that could not easily be treated with a certain depth.

The markers felt that the overall difficulty level of the exam was appropriate. The examination adequately represented the Examination Specifications in terms of topic weightings and cognitive levels.