

Français langue seconde 12

Report to Schools January 2010

The information in this report provides an overview of results from the January 2010 **Français langue seconde 12 Provincial Exam**. The information is based on the **439** students who wrote the January Provincial Exam.

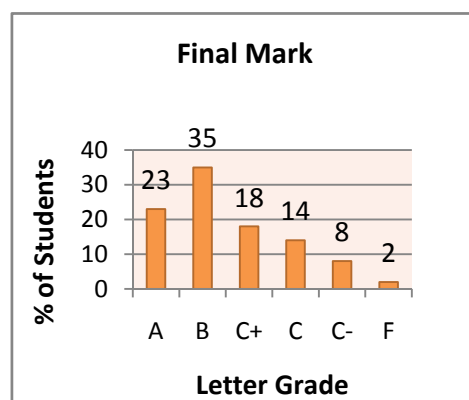
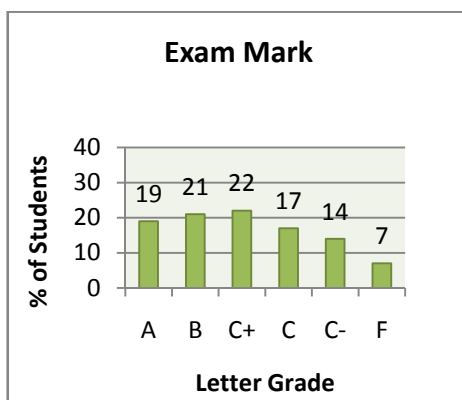
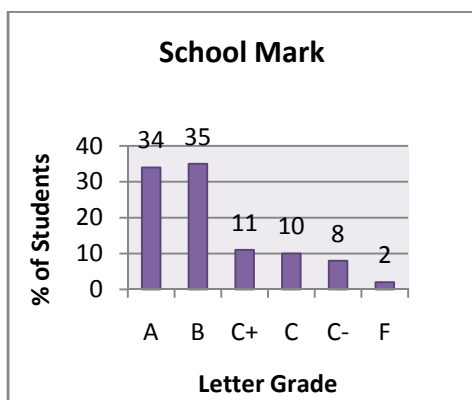
Provincial Averages

School Mark– 77%

Exam Mark – 70%

Final Mark* – 75%

*Final marks are produced in each instance in which a student has both a valid school percentage and an exam percentage for any session in the selected period. 60% of the final mark is based on the school mark and 40% is based on the exam mark. School marks and final marks for those students who were re-writing are excluded



Differences often exist between school and exam marks. School assessment measures curricular performance over time, whereas exams evaluate those curricular areas best measured in a final testing situation. Some students perform better on exams, others in the classroom. Thus, some differences between school and exam marks may be expected.

Written Response Section

Curriculum Organizer	Maximum Possible Score	Mean Score	Mean Percentage
Texte d'information	4.0	2.80	70%
Commentaire sur un texte	4.0	1.81	45%
Composition	24.0	13.44	56%

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 gave appropriate quotations and did not paraphrase. 	<ul style="list-style-type: none"> A few students gave a quotation for the explanation and thus did not provide an appropriate explanation.
Commentaire sur un texte	<ul style="list-style-type: none"> Students who understood the literary passage did well. 	<ul style="list-style-type: none"> Some students were not precise enough in the choice of vocabulary when providing an explanation. Some students based their explanation on previous knowledge (background knowledge) that was not in the text. Some students paraphrased the text instead of giving an explanation.
Composition	<ul style="list-style-type: none"> Most students respected instructions regarding paragraph structure and wrote at least three paragraphs. Most students respected the length of the essay. 	<ul style="list-style-type: none"> Many students displayed lack of correct gender, number and subject/verb agreement. Most students did not respect tense agreements. Some students still used phonetic spelling. Teachers' and students' names occasionally appeared.
Composante orale	<ul style="list-style-type: none"> Students spoke on a wide variety of interesting topics and many students spoke very enthusiastically about their chosen topic. The majority of students were able to comprehend the questions asked by the interviewer and respond appropriately. The majority of students spoke very fluently. 	<ul style="list-style-type: none"> Some students did very little research and relied heavily on personal experiences. Some students had systematic verb tense and syntax errors and used very simple vocabulary. A few students appeared to have recited a memorised text.

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.