

Français langue seconde 12

Report to Schools June 2010

The information in this report provides an overview of results from the June 2010 **Français langue seconde 12 Provincial Exam**. The information is based on the **1,410** students who wrote the June Provincial Exam.

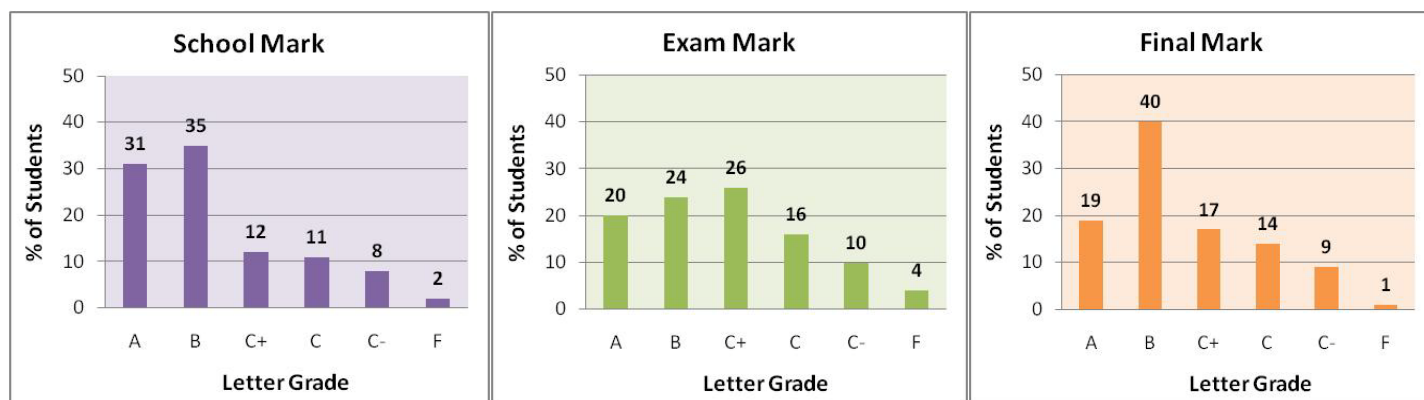
Provincial Averages

School Mark – 76%

Exam Mark – 72%

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
Question 1: L4	4.0	1.87	48%
Question 2: Paragraph	4.0	2.36	59%
Composition*	24.0	14.83	62%
Composante Orale	48.0	36.28	76%

*Students were asked to respond to one of the two Composition questions.

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
Question 1: L4		<ul style="list-style-type: none"> Some students gave a paraphrased explanation, rather than an answer. Some students would give an example not corresponding to the explanation.
Question 2: Paragraph	<ul style="list-style-type: none"> Most students understood the question. A few students were able to conceptualize the main idea (i.e. sexism, injustice, etc.). 	<ul style="list-style-type: none"> Many students provided a summary instead of answering the question. Very few could intellectualize the concept and stay very literal.
Composition	<ul style="list-style-type: none"> There were very few “hors-sujet.” Stronger students had creative and imaginative responses. Some students successfully included dialogues. Some students were successful in the “schema narrative” pertaining to the narration. Students formatted their responses well with paragraphs. Students’ position on the topic was often clearly identified at the beginning. Introductions often contained the different points debated by the student. Some students used references (i.e. newspapers, TV, etc.). 	<ul style="list-style-type: none"> There were many English words within the responses. Vocabulary was limited and there were basic spelling and conjugation mistakes. Students continue to have difficulty in “passé composé.” Some students did not meet the required word minimum. Many students had simplistic ideas and few had complex sentencings. Some students mixed genres when writing (e.g. diary, description, etc.). There were a few personal references in student responses.
Composante orale	<ul style="list-style-type: none"> Almost all exams were the required 8-10 minutes in length. Students chose to discuss a wide variety of interesting topics. Most students were well-prepared. Most students were able to comprehend and answer the questions asked by the interviewer. Many students were able to speak in a fluid and natural manner. 	<ul style="list-style-type: none"> Some students had not sufficiently researched their topic – students should not rely heavily on anecdotal or personal stories. Some students relied too heavily on the interviewer to lead the conversation – students should be prepared to bring the majority of the ideas. Some students used repetitive and/or imprecise vocabulary. A certain number of students had either memorized or gave the impression that they were reading from prepared notes and cue cards. Students who memorized/read a presentation were penalised as indicated in the “font” section of the marking rubric.

Note: Markers emphasized that it was extremely difficult to mark some of the exams due to the poor sound quality of the audio files. Schools should follow the technical requirements regarding the microphone boost procedure as outlined in the exam technical requirement documents. Schools should also ensure that any fans, air conditioners or noisy equipment close to the microphone are turned off during recording.

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.