

Français langue seconde 12

Report to Schools June 2011

The information in this report provides an overview of results from the June 2011 **Français langue seconde 12 Provincial Exam**. The information is based on the **1,472** students who wrote the June Provincial Exam.

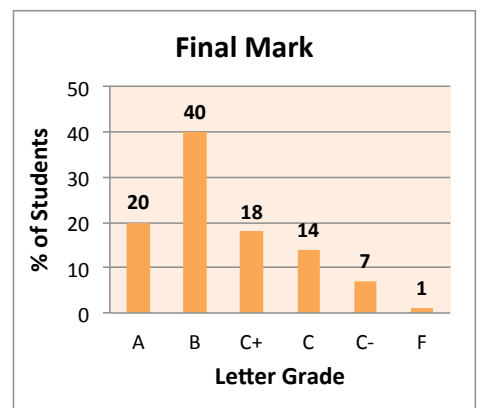
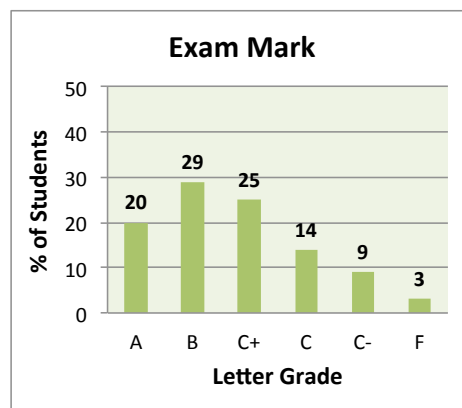
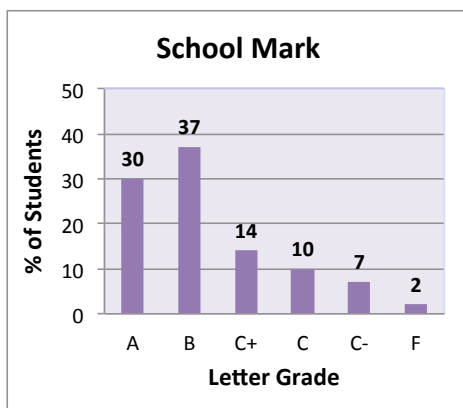
Provincial Averages

School Mark – 77%

Exam Mark – 73%

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	2.76	69%
Texte littéraire en prose	4.0	2.80	70%
Composition	24.0	13.61	57%
Composante Orale	48.0	37.45	78%

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"> • Students that understood the information text did well. • Students seemed to find the information text interesting and it showed in their responses. 	<ul style="list-style-type: none"> • Several students did not check the appropriate box for the correct answer. • Some students paraphrased a quotation for the explanation and thus did not give an appropriate explanation, yet they had the appropriate quotations to substantiate the explanation.
Texte littéraire en prose	<ul style="list-style-type: none"> • The majority of students developed their response well. • The majority of students understood the literary passage. • Students who understood the literary passage did well. 	<ul style="list-style-type: none"> • The majority of the students used more than 90 words in their answer (up to 400 words). • Many students were not able to synthesize. • Some students paraphrased or summarized the text instead of answering the question. • A few students did not base their explanation on examples and/or quotations taken from the text. • A few students did not address all parts of the question. • Some students misunderstood the question because they translated directly from English (<i>faux-amis</i>).
Composition	<ul style="list-style-type: none"> • Students seemed to find the opinion question interesting and related to the subject regardless of their gender. • In general, students respected the argumentative essay format. • Most responses had an introduction, conclusion, and used transitional words. • Most students respected instructions regarding paragraph structure, writing at least three paragraphs. • Most students could draw from other courses and life experience. • More students attempted higher level grammar and sentence structure (<i>subjonctif, conditionnel</i>). 	<ul style="list-style-type: none"> • Many students displayed a lack of correct gender, number, and subject/verb agreement. • Many students displayed a lack of vocabulary skills: using English words or "<i>anglicisms</i>," inventing words, and/or repeating the same word in a paragraph (i.e., <i>chose</i>). • The majority of the students used simple sentence structure. • Electronic responses generally exceeded the length required.

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.