

Français langue seconde 12

Report to Schools January 2012

The information in this report provides an overview of results from the January 2012 **Français langue seconde 12 Provincial Exam**. The information is based on the **642** students who wrote the January Provincial Exam.

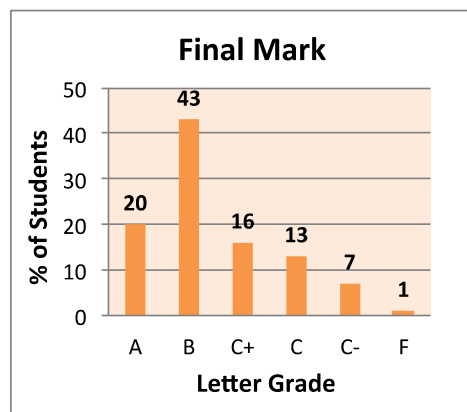
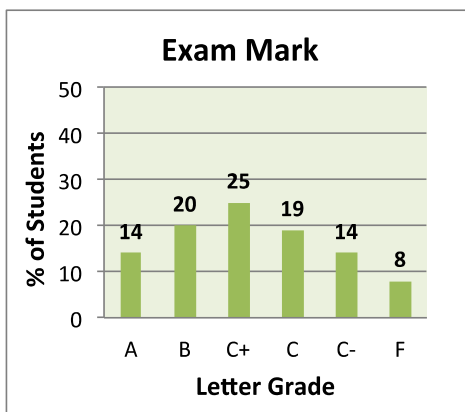
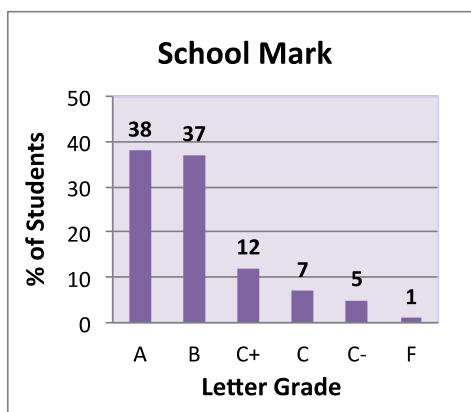
Provincial Averages

School Mark – 80%

Exam Mark – 69%

Final Mark* – 76%

*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	2.52	63%
Texte littéraire en prose	4.0	1.82	46%
Composition	24.0	10.93	46%
Composante orale	48.0	40.43	84%

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. • Most students understood the question. 	<ul style="list-style-type: none"> • Some students gave a quotation for the explanation and thus did not give the appropriate explanation. • Several students answered the question drawing from previous knowledge, rather than from the text. • Some students paraphrased the text instead of giving an explanation. • Several students addressed only one minor point of the question. • Several students quoted the text properly, but did not elaborate on its relationship to the question. • Longer responses (more than 200 words) rarely achieved high marks.
Texte littéraire en prose	<ul style="list-style-type: none"> • The majority of students understood the literary passage. • Students who understood the literary device did well. • Most students made use of the text. 	<ul style="list-style-type: none"> • The majority of the students used more than 120 words in their answer. • Many students did not define or show an understanding of the literary device. • Several students paraphrased and/or summarized the text instead of giving an explanation. • A few students did not base their explanation on examples and/or quotations taken from the text. • Longer answers (more than 250 words) rarely achieved high marks.
Composition	<ul style="list-style-type: none"> • All responses were on topic. • Most students respected instructions regarding paragraph structure and wrote at least three paragraphs. 	<ul style="list-style-type: none"> • Many students displayed a lack of correct gender, number, and subject/verb agreement. • Most students displayed a lack of basic word conjugation. • Most students spelled phonetically. • Several students inserted English words or used Anglicisms in their essay. • Several students displayed a lack of punctuation and proper use of capitalization. • Most students exceeded the required

		<p>length of the essay.</p> <ul style="list-style-type: none"> • Most responses lacked a development of ideas.
<p>Poésie (questions à choix multiple)</p>	<ul style="list-style-type: none"> • Many students were able to demonstrate an understanding of the poem in relation to its title. • Many students were able to correctly identify the view of the speaker. 	<ul style="list-style-type: none"> • A number of students were unable to identify a characteristic of the speaker expressed in the poem. • A number of students were unable to identify a feeling expressed in the poem. • A number of students were unable to interpret the meaning of certain sections of the poem. • A number of students were unable to locate which line of the poem contained a specific literary device.
<p>Composante orale</p>	<ul style="list-style-type: none"> • Most students chose and developed interesting topics that they were passionate about. • Most students understood the questions of the interviewer and were able to respond appropriately. • Most students spoke in a very fluent manner with few hesitations. 	<ul style="list-style-type: none"> • Many students displayed a lack of correct gender, number, and subject/verb agreement. • A number of students lacked precise vocabulary and/or used English vocabulary. • A number of students chose a topic that was difficult to treat with any level of depth. • A number of students did not specify their topic adequately. Students should explain what they will speak about and avoid using a single word to introduce their topic. • In some cases, what was produced was not a genuine conversation. The oral component should not be a monologue or two adjacent monologues posing as a conversation.

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.