

Français langue seconde 12

Report to Schools January 2013

The information in this report provides an overview of results from the January 2013 **Français langue seconde 12 Provincial Exam**. The information is based on the **740** students who wrote the June Provincial Exam.

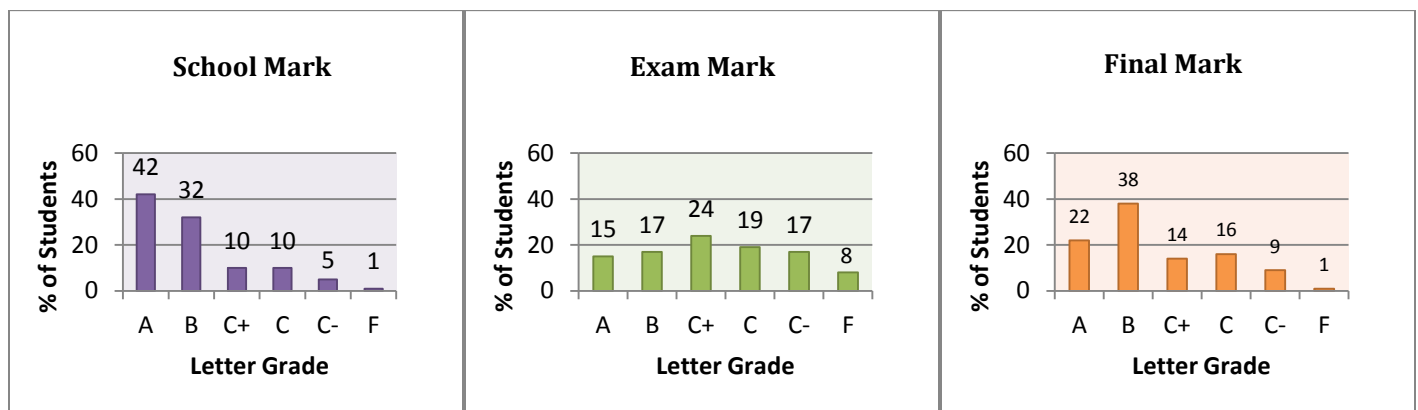
Provincial Averages

School Mark – 80%

Exam Mark – 68%

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	2.55	64%
Texte littéraire en prose	4.0	1.49	37%
Composition	24.0	11.24	47%

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. 	<ul style="list-style-type: none"> • Some responses referred to the text without giving an explanation, while other responses gave an explanation without referring to the text.
Texte littéraire en prose	<ul style="list-style-type: none"> • Most students showed an understanding of the literary device and the level of vocabulary was appropriate. • Some students offered an explanation with corresponding examples or quotations and made use of the text. 	<ul style="list-style-type: none"> • Many students had difficulty providing an appropriate explanation and supporting quotations. • Very few students offered both an explanation and corresponding examples and quotations. • Weak responses did not include the vocabulary needed to correctly respond to the quotation.
Composition	<ul style="list-style-type: none"> • Students showed proper paragraph structure and stayed on topic. • Strong responses attempted to use enriched vocabulary. • Stronger responses provided a thesis statement in the introduction and in the conclusion. • Some students attempted to use connecting words. 	<ul style="list-style-type: none"> • Many students displayed lack of correct gender, number and subject/verb agreement as well as lack of basic verb conjunction. • Some students spelled phonetically as well as used repetitive vocabulary. • Several students inserted English words, translated English expressions into French, or misused accents.

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.