

# Français langue seconde 12

## Report to Schools June 2013

The information in this report provides an overview of results from the June 2013 **Français langue seconde 12 Provincial Exam**. The information is based on the **1,614** students who wrote the June Provincial Exam.

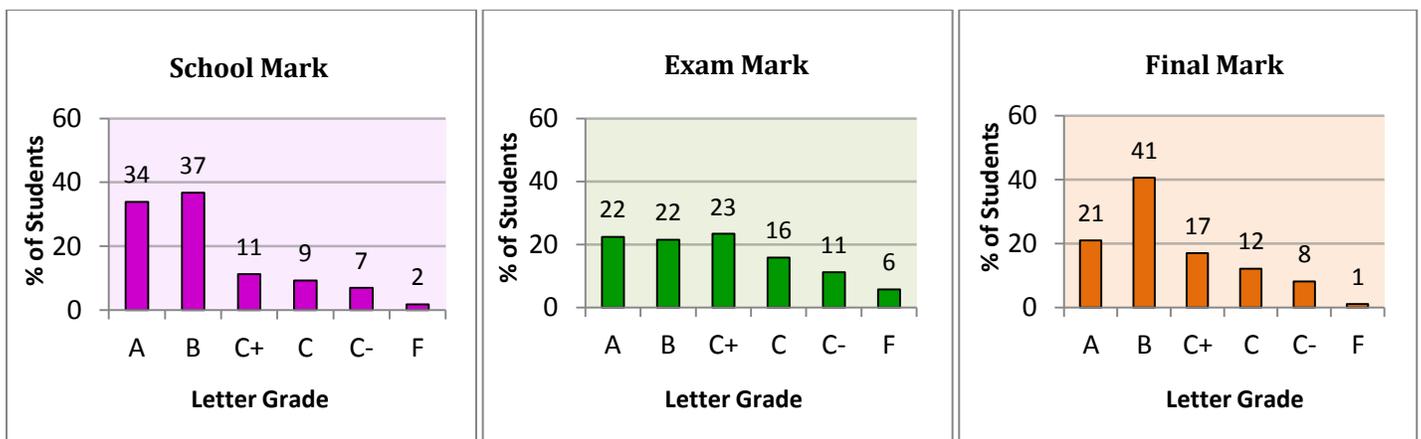
### Provincial Averages

**School Mark – 78%**

**Exam Mark – 71%**

**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	2.59	65%
Texte littéraire en prose	4.0	1.57	39%
Composition	24.0	11.64	49%
Composante orale	48.0	40.49	83%

### 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
<b>Texte d'information</b>	<ul style="list-style-type: none"> <li>• Most students showed an understanding of the text and the question.</li> <li>• Higher-level responses included an explanation accompanied with a quotation from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Many students referred to the text without an explanation, while other students gave an explanation referencing the text.</li> <li>• Some students only provided a list of quotations with no explanation.</li> <li>• Weaker responses did not answer the question or expressed themselves in a way that was not clear.</li> <li>• Lower-level responses often did not include an introduction.</li> </ul>
<b>Texte littéraire en prose</b>	<ul style="list-style-type: none"> <li>• Most students used appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Many students misread the text, leading to flawed explanations and incorrect references.</li> <li>• Weaker responses only gave a summary of the text or a list of quotations.</li> <li>• Some students expressed themselves in a way that the meaning of the response was unclear.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Most students stayed on topic.</li> <li>• Stronger responses used correct paragraph structure.</li> <li>• Strong responses were able to use connecting words and provided a thesis statement in their introduction that was later used to help summarize their conclusion.</li> <li>• Upper-level responses made reference to other literary works.</li> <li>• Stronger responses integrated personal experience, while addressing the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Weaker responses displayed grammatical errors such as: basic spelling, incorrect gender, plural forms, subject/verb agreement, misuse of pronouns, and incorrect verb conjunction and mood.</li> <li>• Some students used English words, syntax or translated English expressions in to French.</li> <li>• Many weak responses showed lack of proofreading with misused accents and misspelled vocabulary.</li> <li>• Some responses were expressed in a way that the meaning was difficult to decipher.</li> </ul>

*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.*