

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.

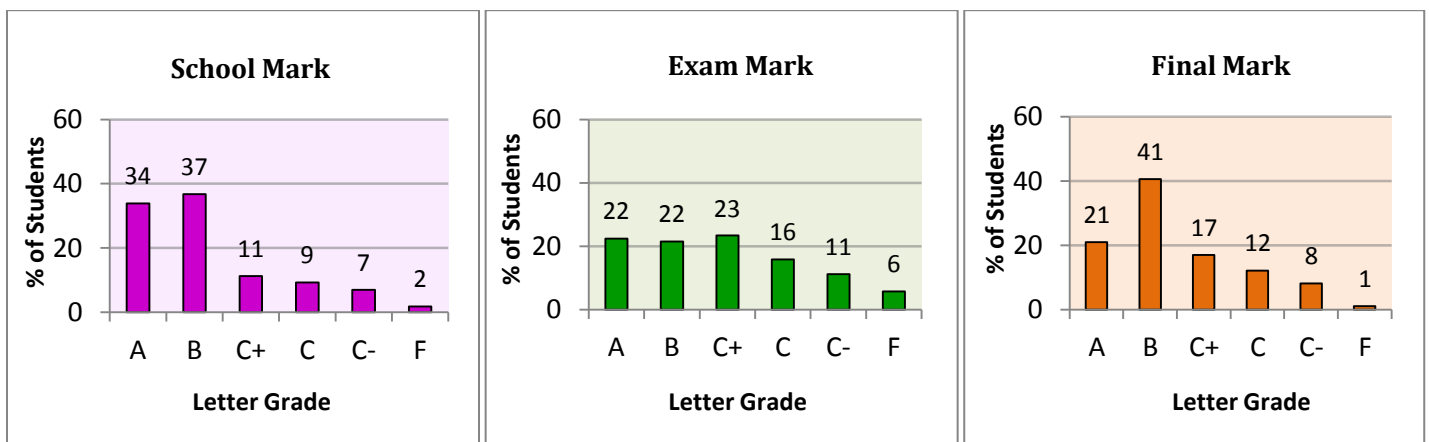
Provincial Averages

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
Texte d'information	<ul style="list-style-type: none"> • Most students showed an understanding of the text and the question. • Higher-level responses included an explanation accompanied with a quotation from the text. 	<ul style="list-style-type: none"> • Many students referred to the text without an explanation, while other students gave an explanation referencing the text. • Some students only provided a list of quotations with no explanation. • Weaker responses did not answer the question or expressed themselves in a way that was not clear. • Lower-level responses often did not include an introduction.
Texte littéraire en prose	<ul style="list-style-type: none"> • Most students used appropriate vocabulary. 	<ul style="list-style-type: none"> • Many students misread the text, leading to flawed explanations and incorrect references. • Weaker responses only gave a summary of the text or a list of quotations. • Some students expressed themselves in a way that the meaning of the response was unclear.
Composition	<ul style="list-style-type: none"> • Most students stayed on topic. • Stronger responses used correct paragraph structure. • 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. • Upper-level responses made reference to other literary works. • Stronger responses integrated personal experience, while addressing the subject. 	<ul style="list-style-type: none"> • 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. • Some students used English words, syntax or translated English expressions in to French. • Many weak responses showed lack of proofreading with misused accents and misspelled vocabulary. • Some responses were expressed in a way that the meaning was difficult to decipher.

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.