

Français langue seconde 12

Report to Schools January 2014

The information in this report provides an overview of results from the January 2014 **Français langue seconde 12 Provincial Exam**. The information is based on the **777** students who wrote the January Provincial Exam.

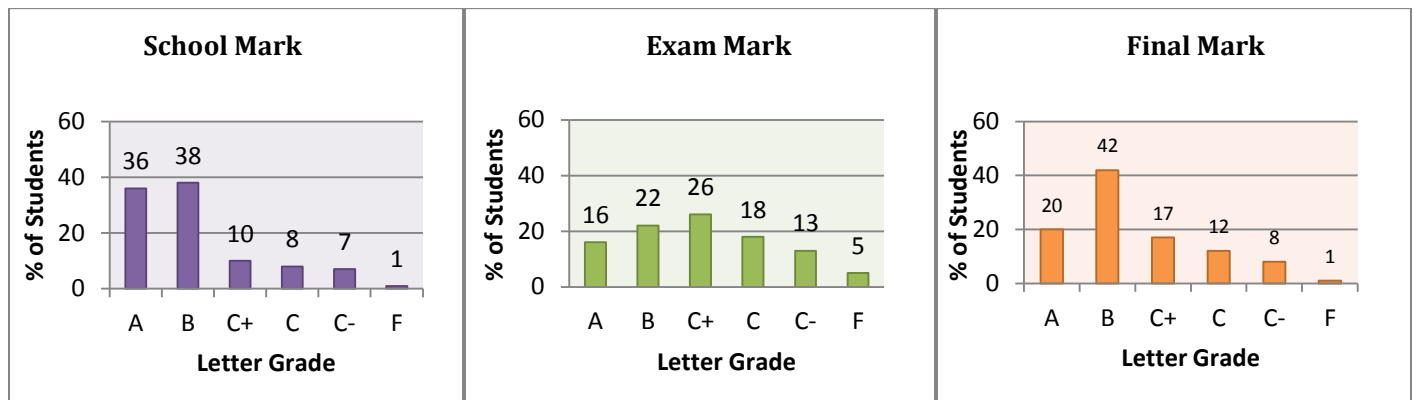
Provincial Averages

School Mark – 79%

Exam Mark – 70%

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	2.20	55%
Texte littéraire en prose	4.0	1.99	50%
Composition	24.0	11.98	50%
Composante orale	48.0	42.44	88%

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 responses showed an understanding of the text and provided explanations and quotations. • Most students used an appropriate level of vocabulary in their response. 	<ul style="list-style-type: none"> • Weak responses often paraphrased the text instead of using quotations. • Many students gave superficial explanations of the text. • Some students used their background knowledge rather than answering the question based on the text. • Some students did not understand certain keywords in the question. • Weak responses sometimes provided quotations that did not correspond with their explanation of the text.
Texte littéraire en prose	<ul style="list-style-type: none"> • Most students used an appropriate level of vocabulary in their response. • Most students showed an understanding of the literary device in the question. • Stronger responses showed an understanding of the text and included corresponding examples and quotations. 	<ul style="list-style-type: none"> • Most students were not able to provide the correct combination of explanation and quotations as required. • Some students only provided a partial response. • Weak responses only gave examples or quotations for one aspect of the question.
Composition	<ul style="list-style-type: none"> • Strong responses followed the required paragraph structure and length. • Many students used appropriate examples and supported their opinion with many details. • Stronger responses were successful in attempting to use a variety of verb tenses. • Many students attempted to use connecting words. 	<ul style="list-style-type: none"> • Weak responses showed a lack of subject/verb agreement, basic verb conjugation and basic vocabulary. • Some students used English syntax and word order instead of French syntax and word order, or translated from English word for word. • Weaker responses misused accents, made typographic errors, and lacked punctuation and capitalization. • Many students did not directly connect their response to the topic.

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.