

# Français langue seconde 12

## Report to Schools January 2015

The information in this report provides an overview of results from the January 2015 **Français langue seconde 12 Provincial Exam**. The information is based on the **857** students who wrote the January Provincial Exam.

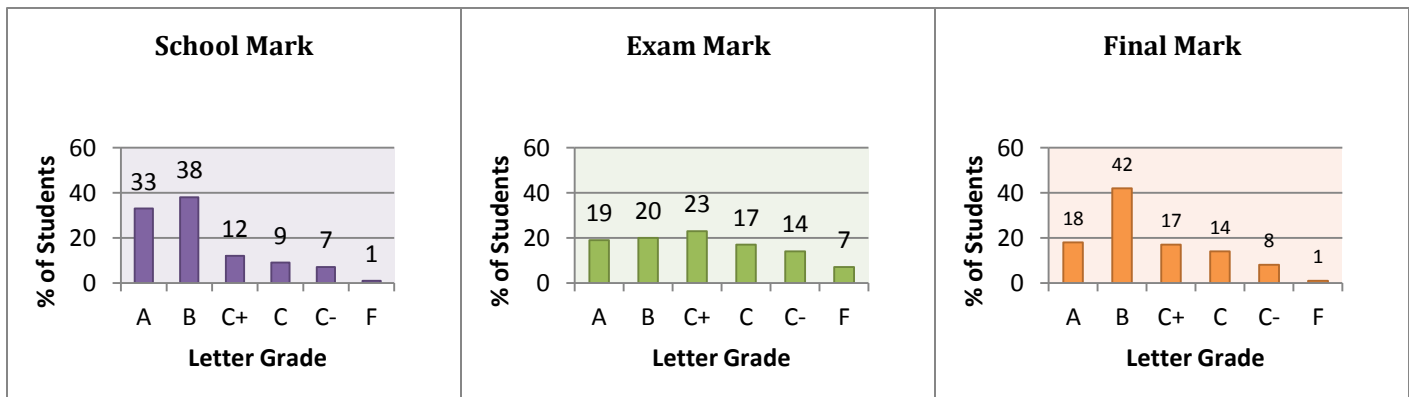
### Provincial Averages

**School Mark – 78%**

**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	1.39	35%
Texte littéraire en prose	4.0	1.71	43%
Composition	24.0	10.60	44%
Composition orale	48.0	41.55	87%

## 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>• The level of vocabulary was appropriate.</li> <li>• All students attempted the question.</li> <li>• Most students understood the question.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students copied the question as an explanation.</li> <li>• Several students paraphrased the text instead of quoting it.</li> <li>• Some students summarized the text instead of answering the question.</li> <li>• Some students based their answer on background knowledge and/or personal experiences.</li> <li>• Most students gave a quote that did not correspond to the explanation.</li> </ul>
<b>Texte littéraire en prose</b>	<ul style="list-style-type: none"> <li>• The level of vocabulary was appropriate for the student's understanding ability.</li> <li>• Most students understood the literary device.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students addressed only part of the literary device in their explanation.</li> <li>• Most students only gave examples or quotes for one aspect of the question.</li> <li>• Most students gave two different explanations and one example for each explanation; thus only partially addressing the question.</li> <li>• Most students based their answer on background knowledge and/or personal experiences.</li> <li>• A few students did not give examples or quotes.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Most students stayed on topic.</li> <li>• Most students used multi-paragraph structure.</li> <li>• Several students attempted to use connecting words.</li> <li>• Many students gave pertinent examples.</li> <li>• Many students supported their opinion with enough details.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of subject/verb agreement and basic verb conjugation.</li> <li>• Some students used Anglicism in the essay or translated word for word.</li> <li>• Many students used the English syntax structure instead of the French syntax and/or word order.</li> <li>• Most students misused accents.</li> <li>• Misspelling of basic vocabulary, or spelling phonetically</li> <li>• Many numerous typing errors.</li> <li>• Many students expressed themselves in such a way that the meaning was unclear.</li> <li>• Lack of fluidity in writing.</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.*