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

Written Response Section

<table>
<thead>
<tr>
<th>Curriculum Organizer</th>
<th>Maximum Possible Score</th>
<th>Mean Score</th>
<th>Mean Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texte d’information</td>
<td>4.0</td>
<td>1.39</td>
<td>35%</td>
</tr>
<tr>
<td>Texte littéraire en prose</td>
<td>4.0</td>
<td>1.71</td>
<td>43%</td>
</tr>
<tr>
<td>Composition</td>
<td>24.0</td>
<td>10.60</td>
<td>44%</td>
</tr>
<tr>
<td>Composition orale</td>
<td>48.0</td>
<td>41.55</td>
<td>87%</td>
</tr>
</tbody>
</table>

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.
**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.

<table>
<thead>
<tr>
<th>Curriculum Organizer</th>
<th>Areas of Strength</th>
<th>Areas of Weakness</th>
</tr>
</thead>
</table>
| **Texte d’information** | • The level of vocabulary was appropriate.  
• All students attempted the question.  
• Most students understood the question. | • Most students copied the question as an explanation.  
• Several students paraphrased the text instead of quoting it.  
• Some students summarized the text instead of answering the question.  
• Some students based their answer on background knowledge and/or personal experiences.  
• Most students gave a quote that did not correspond to the explanation. |
| **Texte littéraire en prose** | • The level of vocabulary was appropriate for the student’s understanding ability.  
• Most students understood the literary device. | • Most students addressed only part of the literary device in their explanation.  
• Most students only gave examples or quotes for one aspect of the question.  
• Most students gave two different explanations and one example for each explanation; thus only partially addressing the question.  
• Most students based their answer on background knowledge and/or personal experiences.  
• A few students did not give examples or quotes. |
| **Composition** | • Most students stayed on topic.  
• Most students used multi-paragraph structure.  
• Several students attempted to use connecting words.  
• Many students gave pertinent examples.  
• Many students supported their opinion with enough details. | • Lack of subject/verb agreement and basic verb conjugation.  
• Some students used Anglicism in the essay or translated word for word.  
• Many students used the English syntax structure instead of the French syntax and/or word order.  
• Most students misused accents.  
• Misspelling of basic vocabulary, or spelling phonetically  
• Many numerous typing errors.  
• Many students expressed themselves in such a way that the meaning was unclear.  
• Lack of fluidity in writing. |

*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.*