

# Français langue seconde 12

## Report to Schools June 2015

The information in this report provides an overview of results from the June 2015 **Français langue seconde 12 Provincial Exam**. The information is based on the **1642** students who wrote the June Provincial Exam.

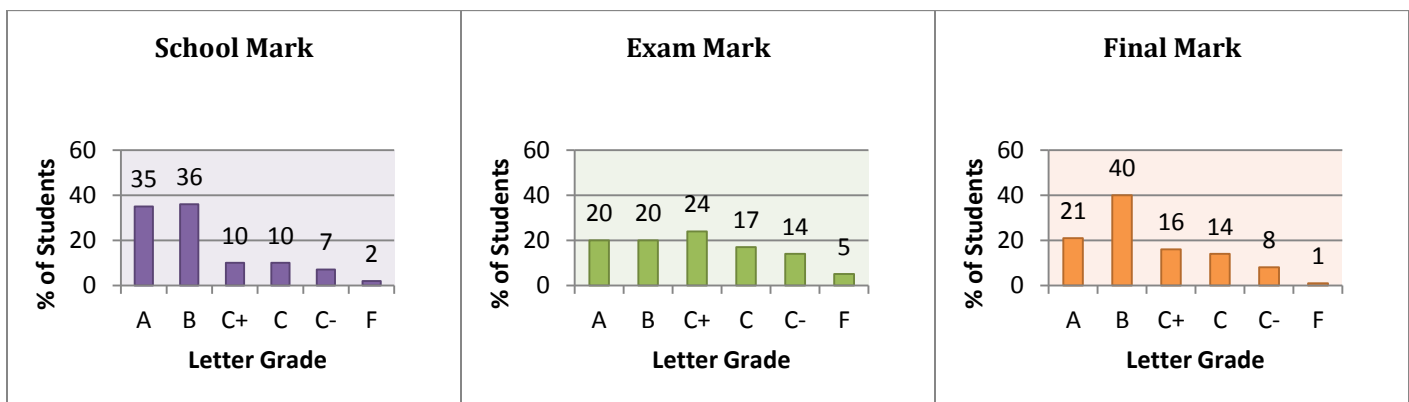
### Provincial Averages

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	1.8	45.0%
Texte littéraire en prose	4.0	2.1	52.5%
Composition	24.0	11.8	49.25
Composition orale	48.0	42.0	87.5%

## 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 responses demonstrated comprehension of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Most responses paraphrased the text instead of providing an explanation</li> <li>• Many students seemed to lack the necessary vocabulary to respond to the question</li> <li>• Some responses addressed only one aspect of the question</li> </ul>
<b>Texte littéraire en prose</b>	<ul style="list-style-type: none"> <li>• Most responses displayed understanding of the text's main literary device</li> </ul>	<ul style="list-style-type: none"> <li>• Many responses rephrased the question in lieu of an answer</li> <li>• Responses that addressed the literary device referred to only one quotation or example from the text</li> <li>• Many students lacked the necessary vocabulary to describe the literary device or explain ideas</li> <li>• Some responses demonstrated a superficial understanding of the text</li> <li>• Many responses gave an explanation but evidence from the text to provide support</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Most responses were on-topic and followed the instructions to write at least 3-5 paragraphs</li> <li>• Many responses attempted to use connecting words, idiomatic expressions, various verb tenses, and appropriate vocabulary</li> <li>• Many responses gave pertinent examples</li> </ul>	<ul style="list-style-type: none"> <li>• Many responses made language errors such as subject-verb agreement, gender and number agreement, verb conjugation, spelling, use of English words or Anglicism, and use of English syntax</li> <li>• Many responses lacked a variety of sentence structure and misused punctuation and capitalization</li> <li>• Some responses gave redundant information</li> <li>• Many responses did not appear to be proofread or edited</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.*