

English 12

Report to Schools June 2015

The information in this report provides an overview of results from the June 2015 **English 12 Provincial Exam**. The information is based on the **26316** students who wrote the June Provincial Exam.

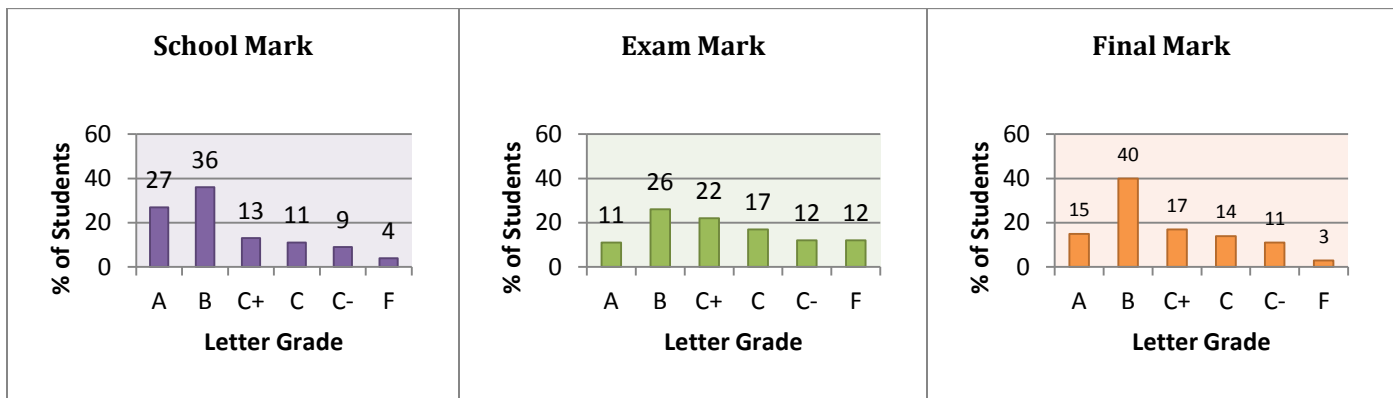
Provincial Averages

School Mark – 75%

Exam Mark – 67%

Final Mark* – 73%

*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
Stand Alone	12.0	7.9	65.8%
Synthesis of Texts	24.0	14.3	59.6%
Composition	24.0	15.7	65.4%

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
Stand Alone	<ul style="list-style-type: none"> • Responses demonstrated good analytical skills and drew examples from throughout the text to support ideas • Many responses had strong introductory paragraphs that used “hooks” to draw in readers • Upper-level responses utilized strong, integrated quotations • Writers of all ability levels found something meaningful to say about the text 	<ul style="list-style-type: none"> • Many responses had invented words (e.g. familyship, incentivated) • Some students wrote long, multi-paragraph responses when a concise, insightful paragraph response is more appropriate • Some responses summarized the article rather than addressing the topic • Many weaker responses used limited or no transitional words and phrases between ideas
Synthesis of Texts	<ul style="list-style-type: none"> • Strong essay structure, featuring good integration of relevant quotations and evidence from both passages • Upper-level responses utilized strong organization of ideas, sophisticated vocabulary, and varied sentence structure while maintaining an academic tone 	<ul style="list-style-type: none"> • Several responses used ‘T-charts’ instead of an essay response, resulting in failing marks • Some students had difficulty because they did not understand one or both of the texts • A significant number of responses discussed the text from the Stand Alone section with one of the texts from the Synthesis question; this misunderstanding resulted in a ‘0’ score • Some lower-level responses showed little evidence of editing and used colloquial language
Composition	<ul style="list-style-type: none"> • Excellent narrative responses • Many strong expository responses drew from students’ literary and historical studies; these responses displayed a formal tone, strong diction, and excellent variance of sentence structure 	<ul style="list-style-type: none"> • Some responses were characterized by cliché openings, underdeveloped ideas, and lists • Some mid- to low-level responses relied on cliché or predictable plot lines • Some narrative responses relied on dialogue, which often interfered with the students’ ability to demonstrate skills in written expression and development of ideas • Poor written expression skills, including spelling, punctuation, sentence structure, and subject-verb agreement

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.