

# English 12

## Report to Schools January 2017

The information in this report provides an overview of results from the January 2017 **English 12 Provincial Exam**. The information is based on the **15633** students who wrote the January 2017 Provincial Exam.

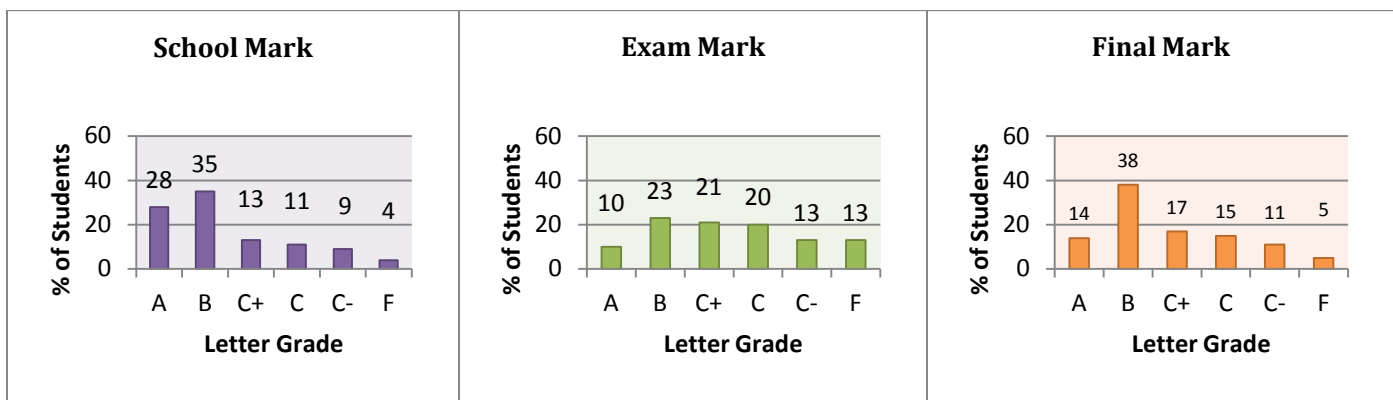
### Provincial Averages

School Mark – 75%

Exam Mark – 66%

Final Mark\* – 72%

\*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	7.24	60%
Synthesis of Texts	24.0	14.83	62%
Composition	24.0	15.30	64%

## 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>Stand Alone</b>	<ul style="list-style-type: none"> <li>• Many students understood the rhetorical techniques and figurative language in the passage, and were able to strengthen their own arguments with these insights. Many upper-level papers featured strong vocabulary and sophisticated diction.</li> <li>• Quotations were chosen and integrated well.</li> </ul>	<ul style="list-style-type: none"> <li>• The task calls for one paragraph, not an essay.</li> <li>• Long essays that failed to discuss the topic, editorialized or lapsed into personal response. Errors in written expression (syntax, diction, grammar, spelling).</li> <li>• Some students relied exclusively on lengthy quotations without discussion; conversely, many students failed to use quotations at all, and simply paraphrased the poem.</li> </ul>
<b>Synthesis of Texts</b>	<ul style="list-style-type: none"> <li>• Strong writers demonstrated their analytical skills and original insights.</li> <li>• Many papers featured strong synthesis throughout; students were making connections between both pieces instead of editorializing or paraphrasing.</li> <li>• Strong essay structure, featuring good integration of relevant quotations. Most students drew on both passages.</li> </ul>	<ul style="list-style-type: none"> <li>• Issues with correct use of voice/POV/tense, second person, and passive voice. Some responses were compromised by use of clichés and being overly colloquial.</li> <li>• Weaker responses lacked engaging introductions and transitions, and relied on too much plot summary or irrelevant details. Synthesis consisted of “chunking” their discussions of the texts in separate, isolated paragraphs.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• There were excellent, insightful expository responses on engaging subjects, including students’ own literary studies. Upper-level papers featured effective manipulation of language, good transitions, and attention to details.</li> <li>• There were many engaging narratives featuring interesting storylines, keen insights drawn from personal experience, excellent dialogue, and delightful employment of figurative language, thoughtful use of voice, and vivid descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Erractic spelling, lack of proofreading, proper capitalization and syntax errors were widespread.</li> <li>• Students should shy away from “inauthentic” voice in their responses, and avoid clichés.</li> <li>• A number of students forgot to paragraph, even when writing dialogue. This led to several lengthy one-paragraph responses.</li> <li>• Many “4” papers were written in an informal style which, despite their length, were not engaging; lack of vivid style/diction kept them from becoming upper-level responses; several mid-range responses merely revisited the topic from the previous (synthesis) section.</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.*