

English 12

Report from Markers January 2019

The information in this report provides an overview of results from the **January 2019 English 12** Provincial Exam. The information is based on the **16,801** students who wrote the January Provincial Exam.

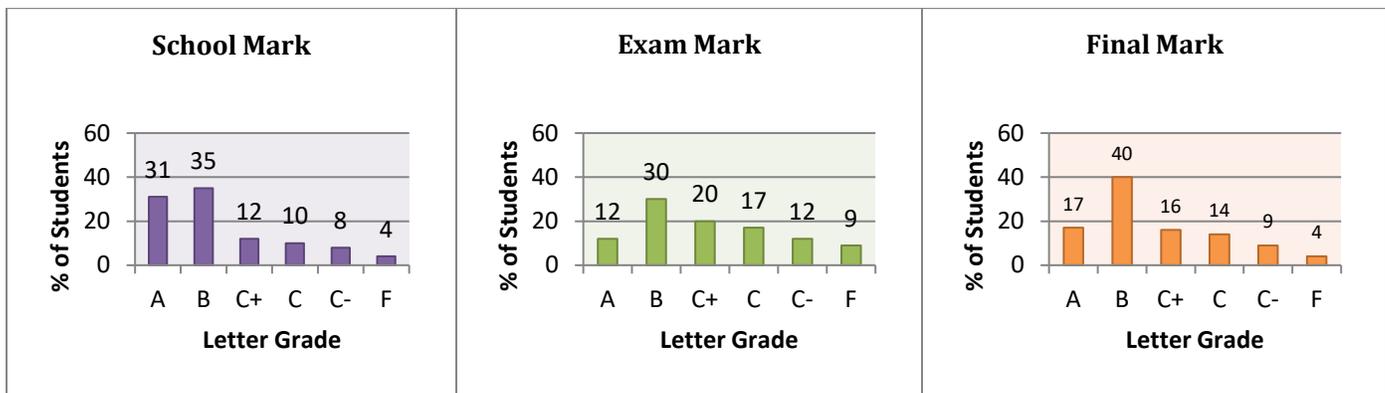
Provincial Averages

School Mark – 75.80%

Exam Mark – 68.79%

Final Mark* – 73.48%

*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	6.44	54%
Synthesis of Texts	24.0	13.50	56%
Composition	24.0	15.18	63%

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"> • Stronger responses demonstrated good analytical skills and drew on examples from throughout the text to support their ideas. • Good, strong introductory openings—many responses wrote “hooks” to draw in readers, rather than simply using formulaic introductions. • Upper-level papers utilized strong, integrated quotes to support their discussion. 	<ul style="list-style-type: none"> • Many responses were very long, multi-paragraphs that seemed to take away from their time on the rest of the exam; a concise, insightful paragraph response is more suited to the task. • Many misunderstood the question and task. • Some lower level papers focused on poetic terms and devices and neglected the given question and task. • Some weaker responses also detoured into personal commentary and anecdotes.
Synthesis of Texts	<ul style="list-style-type: none"> • Many upper-level responses demonstrated understanding of both the topic and the question. • Upper-level responses were able to connect and discuss both works equally. • Strong essay structure, featuring good integration of relevant quotations and integration of quotations. • Upper-level papers utilized strong organization of ideas, sophisticated vocabulary and varied sentence structure; they also maintained an academic tone throughout. 	<ul style="list-style-type: none"> • Some floundered because they misread one or both of the texts; this resulted in some fleeting references to only one of the two texts • A significant number did not address the question and task; this resulted in a ‘0’ score. • Some lower level essays showed little evidence of editing, along with colloquial language and the usual errors (spelling, grammar, diction).
Composition	<ul style="list-style-type: none"> • Most had something to say about the topic. It was highly accessible and relevant. There were a number of excellent narrative responses. • There were some strong expository responses based on writers’ literary and historical studies; these essays displayed a formal tone, strong diction and excellent variance of sentence structure. 	<ul style="list-style-type: none"> • There are still quite a few “listy” responses characterized by clichéd openings and underdeveloped ideas. • Still a need to work on basic written expression skills: spelling, punctuation, sentence structure. • Some of the narratives relied heavily on dialogue: this often interfered with the writers’ ability to display strong skills in written expression and development of ideas. • There were many responses that were too brief to competently address the task.

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.