

# English 12

## Report to Schools January 2010

The information in this report provides an overview of results from the January 2010 **English 12 Provincial Exam**. The information is based on the **16,264** students who wrote the January Provincial Exam.

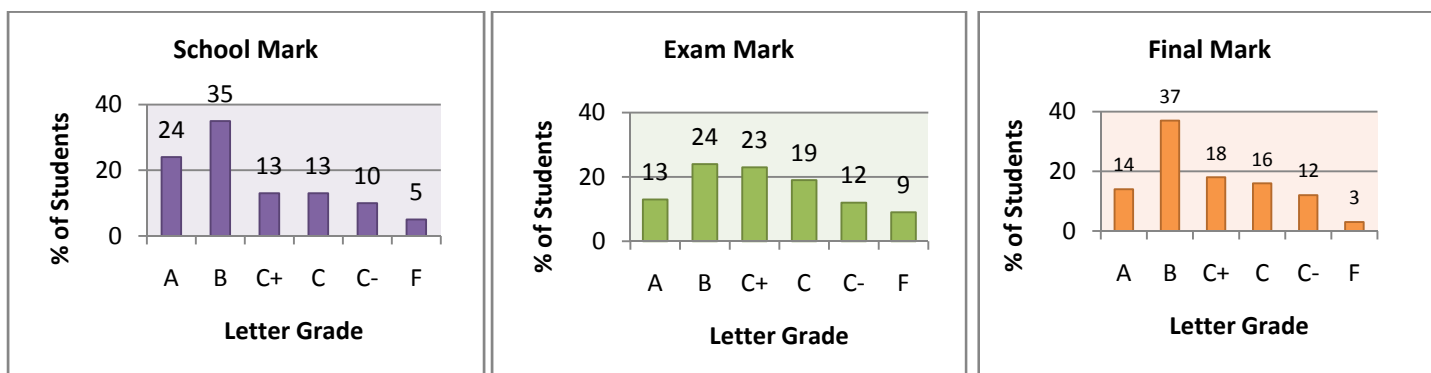
### Provincial Averages

School Mark– 73%

Exam Mark – 69%

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	7.53	63%
Synthesis of Texts	24.0	15.44	64%
Composition	24.0	16.18	67%

### 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"> <li>• Most students understood irony and were able to identify examples.</li> <li>• Upper level students were able to identify and develop several examples of irony.</li> <li>• Selection and integration of quotations were appropriate and relevant.</li> <li>• Some upper level responses were very succinct and showed tight control.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students often only gave one example of irony, or just listed examples without development.</li> <li>• Weaker responses were underdeveloped and weakly written.</li> <li>• Some students misread the irony in the passage and this resulted in some lengthy responses that still received zeros.</li> <li>• Some students did not understand the intent of the question and tried to find irony in the writing, and not in the content.</li> <li>• There were quite a few responses that did not address the passage, or started on topic, but then digressed into personal response or historical summary.</li> <li>• Weaker responses suffered from poor diction and spelling.</li> </ul>
Synthesis of Texts	<ul style="list-style-type: none"> <li>• Students understood the process of synthesis and demonstrated comprehension of the passages and the question.</li> <li>• Upper level responses incorporated good transitions and strong integration of quotations in every paragraph.</li> <li>• Thesis statements were evident in mid to upper level responses and this led to well organized responses. Upper level responses had clear introductions and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Weaker responses tended to: focus on plot summary; depend on long quotations; and focus primarily on one text.</li> <li>• Some of the weaker responses had misreads and trouble distinguishing between the narrator and character.</li> <li>• Weaker responses were compromised by mechanical and written expression errors, colloquial language.</li> <li>• Lower level responses tended to be underdeveloped, and in some cases lacked essay structure all together.</li> <li>• There were some personal responses which were not appropriate to the question or the task.</li> </ul>

## Composition

- Strong expository and narrative responses; the narratives tended to be more engaging to read.
- Most students provided clear structure with an introduction, body and a conclusion.
- Upper level responses tended to be developed pieces with a narrow focus.
- Upper level responses incorporated effective description, sophisticated vocabulary and strong organization.
- Many weaker responses tended to be a collection of loosely connected examples rather than a single, unified essay.
- Weaker responses displayed limited vocabulary, poor sentence structure and lack of development.
- Many responses were vague and superficial, or a re-telling of a story without strong imagery or detail.
- There were many shorter responses.

*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.*