

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.

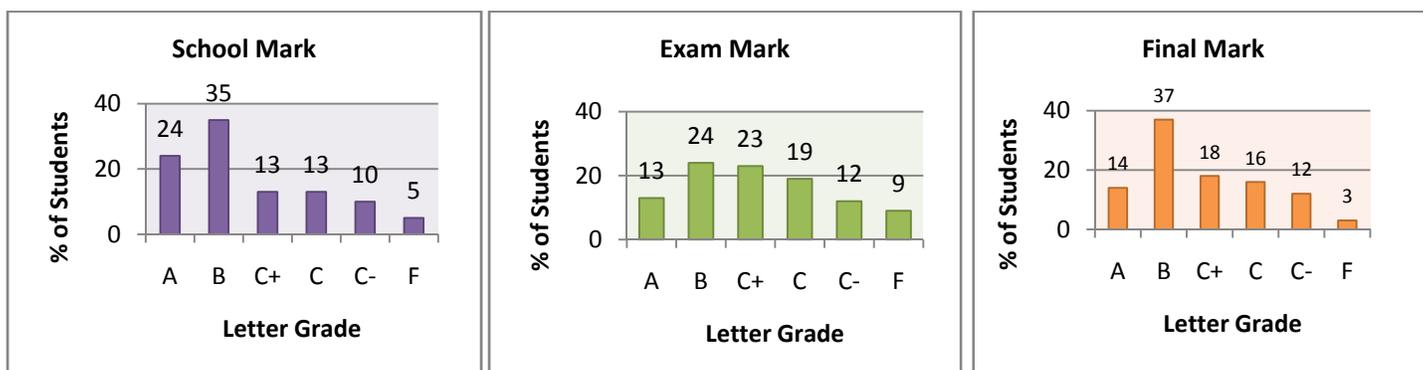
Provincial Averages

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

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.