

English 12

Report to Schools June 2010

The information in this report provides an overview of results from the June 2010 **English 12 Provincial Exam**. The information is based on the **27,571** students who wrote the June Provincial Exam.

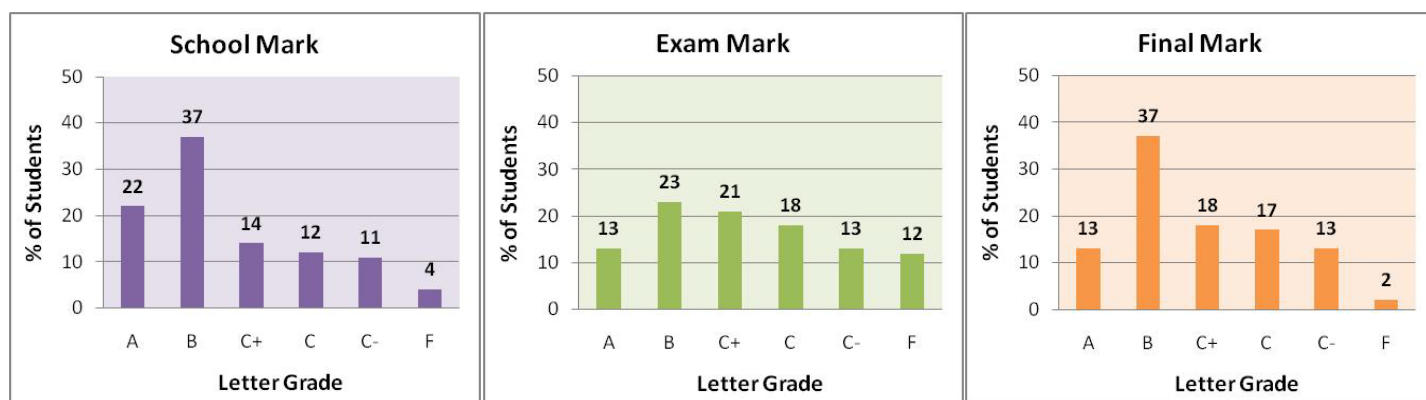
Provincial Averages

School Mark – 73%

Exam Mark – 76%

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	7.29	61%
Synthesis of Texts	24.0	15.10	63%
Composition	24.0	16.0	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"> • There was superior integration of quotations and use of transition words and phrases. • Students could relate to both the topic and the poem, and therefore respond to the question effectively. • There were many succinct, upper level responses. 	<ul style="list-style-type: none"> • Some students failed to respond to the question appropriately by writing personal responses or narratives. • Some students did not answer the question at all, instead writing about other aspects of the poem (e.g. theme, imagery, etc.). • Some students mis-read the poem, confusing the speaker with the subject of the poem. • Spelling and usage errors continue to be a problem.
Synthesis of Text	<ul style="list-style-type: none"> • Students clearly understood the topic and many students synthesized the two passages together in their responses. • There was excellent integration of quotations. 	<ul style="list-style-type: none"> • There were many narrative responses. • Some student responses were too short and underdeveloped.
Composition	<ul style="list-style-type: none"> • Many students had stronger responses and responded well to the topic. • Many stronger responses effectively utilized figurative language and evocative writing. 	<ul style="list-style-type: none"> • Weaker students had difficulty structuring an essay and there were many single-paragraph responses. • Some students lacked planning in their responses, resulting in many long, trivial introductions or rambling responses.
<p>Note: Many students chose to write a narrative response to one or both of the literary analysis questions instead of discussing the topics given. These responses failed to meet the purpose of the task.</p>		

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.