

# 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.

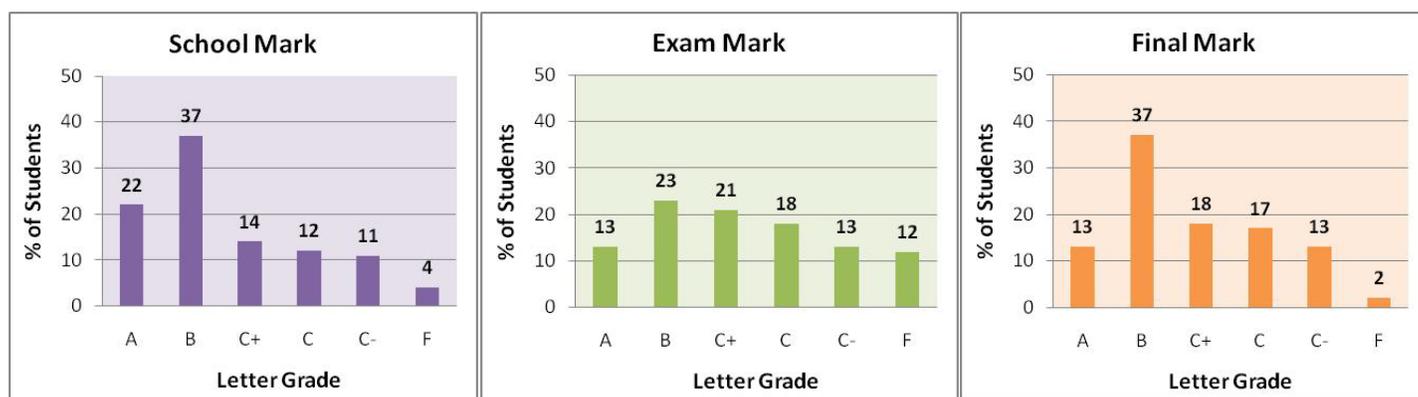
### Provincial Averages

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