

English 12

Report to Schools August 2010

The information in this report provides an overview of results from the August 2010 **English 12 Provincial Exam**. The information is based on the **2,023** students who wrote the August Provincial Exam.

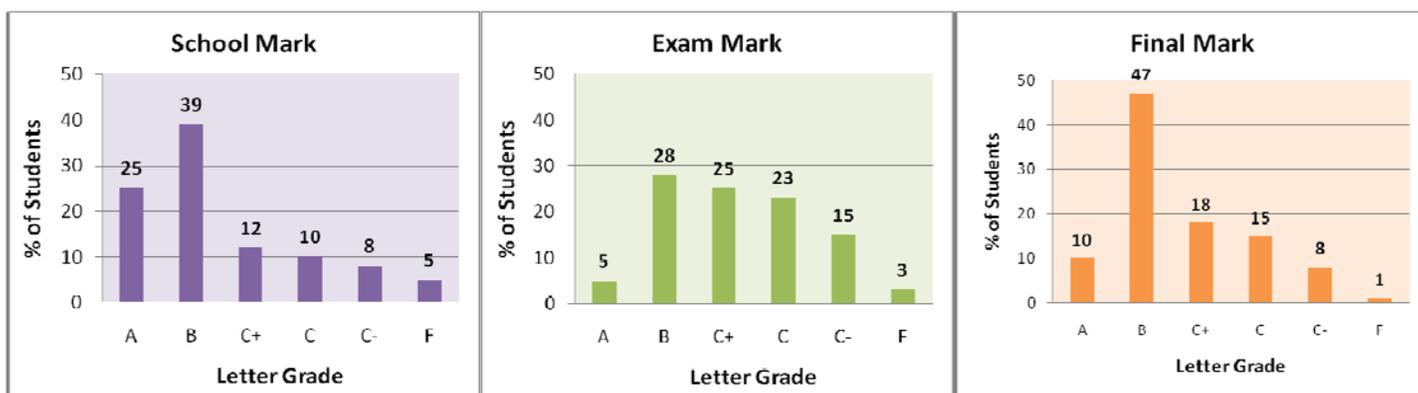
Provincial Averages

School Mark – 74%

Exam Mark – 68%

Final Mark* – 73%

*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	6.2	52%
Synthesis of Texts	24.0	12.9	54%
Composition	24.0	14.6	61%

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"> • Many students effectively utilized quotations for support. • Some students employed a variety of sentence structures, often resulting in engaging responses. 	<ul style="list-style-type: none"> • Some students wandered off-topic or began their responses without a strong sense of purpose. • Insertions of quotations continue to be a problem – many students included lengthy pieces of text, but failed to discuss them. • Students should be encouraged to proofread; many responses featured frequent typographical or spelling errors.
Synthesis of Text	<ul style="list-style-type: none"> • Most students were able to respond to the topic. • Most students included relevant supporting details in their responses. • There were fewer personal responses to this question. 	<ul style="list-style-type: none"> • Many students overused quotations. • Some students did not understand the term “assess” and chose to develop their own question or wrote about the topic in general, rather than giving strong textual support for their position. • Usage errors were common and distracting; there were many subject-verb agreement errors and faulty pronoun-antecedent errors. • Although students were clearly taught essay structure, many failed to do more than skim the surface of the exam passages. The resulting superficial responses were usually less than adequate. • Some students chose to write about only one text.
Composition	<ul style="list-style-type: none"> • Overall, stronger introductions and conclusions were evidenced throughout. 	<ul style="list-style-type: none"> • Responses were often filled with unnecessary errors. • Many responses were very long. • There were fewer narratives than in previous sessions. • Many responses suffered from a lack of voice, often resulting from inconsistent use of point of view.

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.