

English 12

Report to Schools November 2010

The information in this report provides an overview of results from the November 2010 **English 12 Provincial Exam**. The information is based on the **455** students who wrote the November Provincial Exam.

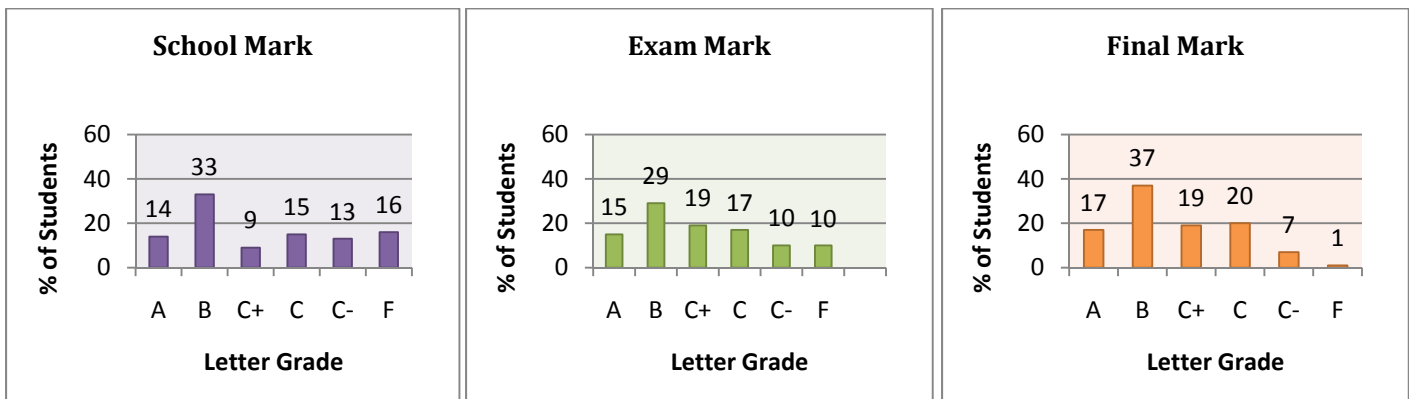
Provincial Averages

School Mark – 66%

Exam Mark – 69%

Final Mark* – 74%

*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	7.15	60%
Synthesis of Texts	24.0	14.69	61%
Composition	24.0	15.30	64%

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"> • Students generally understood the concept of irony. • Most students wrote well developed responses. • Most students had good organization – clear beginning, middle and end. • Many students referred to the graphic as well to help support their answers. 	<ul style="list-style-type: none"> • However, the understanding of irony was often very literal – students got bogged down trying to discuss “verbal” or “situational” irony – many definitions, but not much use of examples to support their responses. • Many responses with very common spelling and grammatical errors – seems to be a real lack of editing and proof-reading. • A fair number of responses were very emotional in nature. Students took offense to the author’s opinion and criticized or editorialized in their responses, rather than just discussing the question and giving evidence from the article.
Synthesis of Texts	<ul style="list-style-type: none"> • Students referred to both passages and integrated quotations. • Average responses used formulaic approaches; upper level papers were able to aptly synthesize. • Thematic synthesis was prevalent in upper level responses. • Good integration of quotations – very few summaries with extensive use of quotations. • Many very well developed responses – long, but on topic and discussed well. 	<ul style="list-style-type: none"> • Very poor typing skills (many errors). • Weaker responses were disorganized. The ideas were often illogically organized. • Weaker responses often began well, but by the end, the manipulation of language faltered. • Quite a few underdeveloped responses. • Some students did not understand the concept of an elegy.

Composition

- Upper level responses were clearly well organized, structured, used effective writing style, had a strong voice and sense of audience.
- Strong responses had clear thesis statements.
- Students who chose to write narratives tended to have stronger responses.
- Many very short responses; therefore, little development.
- Weaker responses lacked transitions.
- Low level responses lacked paragraphing, structure and weak syntax and grammar.
- Weak responses demonstrated a complete lack of editing – riddled with spelling errors, poor punctuation, evidence of texting culture (no capitals).

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.