

English 12

Report to Schools January 2011

The information in this report provides an overview of results from the January 2011 **English 12 Provincial Exam**. The information is based on the **16,155** students who wrote the January Provincial Exam.

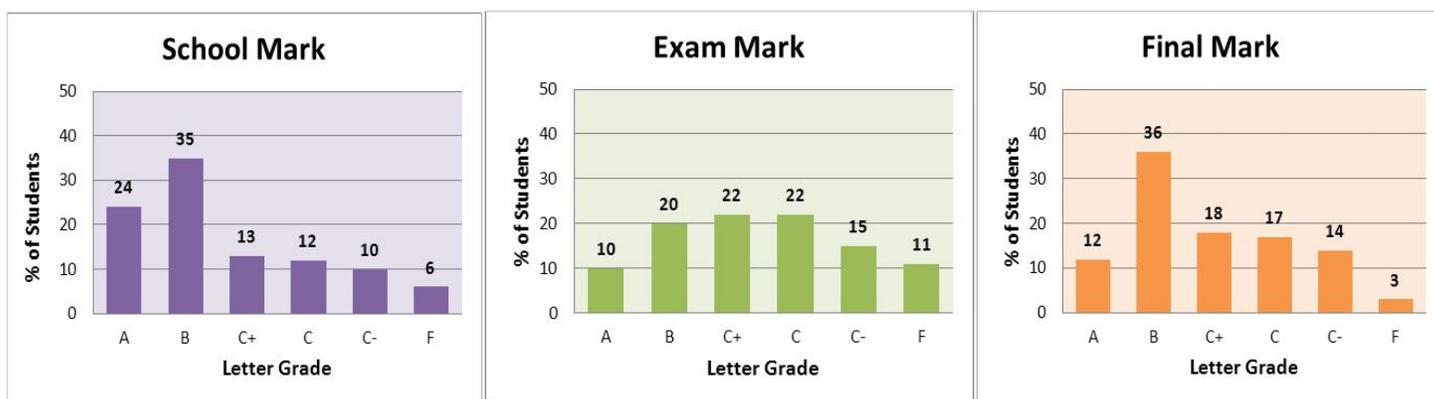
Provincial Averages

School Mark – 73%

Exam Mark – 66%

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	7.63	64%
Synthesis of Texts	24.0	15.33	64%
Composition	24.0	15.95	66%

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 were able to support their arguments with well integrated quotations. • Many responses were well organized with clear introductions, thesis, and conclusions. • There were fewer responses that used first person statements than in previous sessions. • Several upper level responses were succinct. • There was good use of transition words and phrases. 	<ul style="list-style-type: none"> • Some students failed to respond to the question appropriately – a personal response was given or students told a story rather than provide literary analysis. • Some students misread the poem. • There were numerous spelling and usage errors. • Weaker responses listed quotations, paraphrased, or provided a plot summary rather than analysis.
Synthesis of Text	<ul style="list-style-type: none"> • Most responses used well-chosen quotations that were well integrated. • Many responses were well organized with a clear introduction, thesis, and conclusion. • Most responses were well developed and provided a lot of information to answer the question. • There was a good sense of “voice,” transitional words and strong vocabulary. • Many students were able to incorporate both passages into their responses. 	<ul style="list-style-type: none"> • Many responses consisted of plot summary and superficial attempts at synthesis. • Many responses were not balanced in terms of discussing both pieces. • There were numerous spelling and usage errors. • Some responses only dealt with one part of the question and did not argue both sides. • Some responses were narrating, paraphrasing or using first person.
Composition	<ul style="list-style-type: none"> • Most responses used multi-paragraph structure. • Stronger responses were able to effectively use a narrative approach. • Stronger responses used proper diction, syntax, were creative and specific. • Stronger responses were succinct. 	<ul style="list-style-type: none"> • There was some listing of rapid generalizations in expository form. • Many responses were overly colloquial. • Some responses were redundant.

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.