

English 12

Report to Schools May 2011

The information in this report provides an overview of results from the May 2011 **English 12 Provincial Exam**. The information is based on the **828** students who wrote the May Provincial Exam.

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"> This accessible poem and topic allowed stronger students to shine. Many upper-level responses explored an intriguing array of contrasts, including those related to diction, tone, and literary technique. When they were present, topic sentences were well-written. Quotations, especially in higher-level responses, were accurate, thoughtful, and well-integrated. 	<ul style="list-style-type: none"> Many students did not write about contrast. These responses tended to avoid thesis statements altogether, leaving the reader to infer the subject of the essay. Some responses lacked focus. Many students relied heavily upon quotations. These responses contained lengthy portions of the text with little or no relevant discussion.
Synthesis of Texts	<ul style="list-style-type: none"> This accessible topic led to some very lengthy responses characterized by strong use of supporting quotations, and effective introductions and conclusions. Most students demonstrated a good understanding of both passages. 	<ul style="list-style-type: none"> Many responses were verbose and uninspired. There were numerous spelling and grammatical errors, and a general lack of structure in the responses.
Composition	<ul style="list-style-type: none"> This accessible topic allowed most students to succeed. There were few off-topic responses. Upper-level responses were characterized by delightful word-choice and playful use of language. There were numerous high-level expository paragraphs, including a number of literary essays. 	<ul style="list-style-type: none"> Students frequently employed clichés in their responses. Some responses contained social network abbreviations (e.g., “U” for “you”).

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.