

# English 12

## Report to Schools June 2011

The information in this report provides an overview of results from the June 2011 **English 12 Provincial Exam**. The information is based on the **27,639** students who wrote the June Provincial Exam.

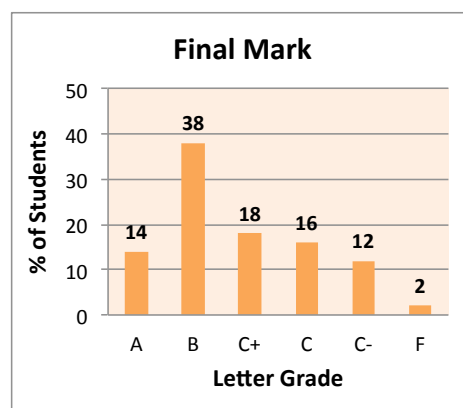
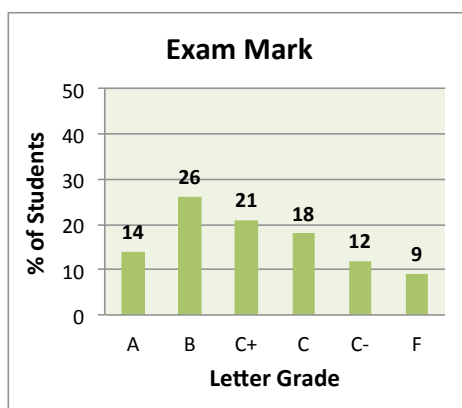
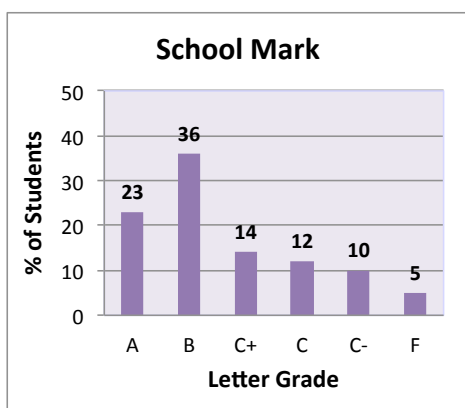
### Provincial Averages

School Mark – 73%

Exam Mark – 69%

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                   | 7.22       | 60%             |
| Synthesis of Texts   | 24.0                   | 14.43      | 60%             |
| Composition          | 24.0                   | 15.77      | 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  |
|---------------------------|---|--|
| <b>Stand Alone</b>        | <ul style="list-style-type: none"> <li>• The passage and topic were accessible, allowing for a range of strong responses.</li> <li>• Students generally understood irony and were able to extract relevant examples from the text.</li> <li>• Many responses were well organized and students were able to write a thorough analysis of irony using both implicit and explicit references.</li> <li>• There were few personal narratives.</li> </ul>  | <ul style="list-style-type: none"> <li>• Many weaker students seemed confused by the topic and passage, and chose to write about irony in general (instead of irony in the passage), or to define different types of irony and provide irrelevant examples. A number of responses, although well-written, clearly did not understand the topic.</li> <li>• Some weaker students discussed tragedy, mystery, and historical issues as opposed to addressing irony.</li> <li>• There were many responses that contained long quotations from the text with little or no relevant discussion. There were also several responses in which students used portions of the text directly without using quotation marks.</li> <li>• Weaker students had difficulty integrating quotations into their writing.</li> <li>• There was a lack of paragraphing, editing, and proofreading.</li> <li>• Weaker responses tended to be short with abrupt endings.</li> </ul> |
| <b>Synthesis of Texts</b> | <ul style="list-style-type: none"> <li>• Higher-level responses were well-organized around interesting ideas, such as tone and style found in both passages. These responses developed strong thesis statements and supported them with relevant details.</li> <li>• Stronger responses were characterized by sophisticated vocabulary and strong control over written expression. Quotations were well chosen and integrated appropriately.</li> <li>• Upper level responses contained strong conclusions (i.e., they were not a summary or restatement).</li> <li>• Some stronger responses were able to synthesize the metaphors/symbolism.</li> </ul> | <ul style="list-style-type: none"> <li>• Despite the accessibility of the passages, many students seemed to be confused by the task. There were many responses that made only fleeting reference to one of the pieces, or simply summarized the two without any analysis or synthesis. Even strong writers often failed to truly synthesize or analyze, resulting in a lower mark.</li> <li>• Many responses were formulaic in nature. The student discussed each piece separately; for example, with a brief introduction, one paragraph on each text, and then a rudimentary conclusion. This type of response allowed for very little evidence of analysis and synthesis.</li> <li>• There was a general lack of depth in many of the responses.</li> <li>• There were a significant number of responses in which students failed to</li> </ul>   |

|                           |   |  |
|---------------------------|---|--|
|                           |   | <p>discuss both passages, resulting in a score of zero.</p> <ul style="list-style-type: none"> <li>• A number of responses tended to summarize or compare and contrast, as opposed to fully synthesize.</li> <li>• There were a number of responses that made only a brief mention of the texts and then degenerated into personal narrative responses.</li> <li>• Many responses displayed spelling and grammatical errors and a general lack of structure.</li> <li>• Weaker responses did not integrate quotations, changed pronouns throughout the response, or used very long quotations.</li> </ul>  |
| <p><b>Composition</b></p> | <ul style="list-style-type: none"> <li>• This accessible topic allowed most students to succeed; there were very few off-topic responses.</li> <li>• Upper-level responses were characterized by engaging stories; there were also quite a few upper-level expository papers.</li> <li>• Most students wrote multi-paragraph responses.</li> <li>• Some upper level responses demonstrated sophisticated syntax and mature vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>• There were many overly general, uninteresting, or cliché responses. This may have been the result of a lack of planning, organization, and pre-writing.</li> <li>• More students chose to write predictable, personal expository pieces as opposed to more creative responses.</li> <li>• There were some overly colloquial responses with little regard for Standard English. Many responses suffered from a lack of structure or shifts in point-of-view.</li> <li>• Some weaker responses displayed ineffective introductions and conclusions; many were a perfunctory rehashing of the prompt.</li> <li>• Affect/effect confusion is still evident.</li> <li>• Some weaker responses overused the 2<sup>nd</sup> person, listed details, and did not focus on effective writing style.</li> </ul> |

*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.*