

# English 12

## Report to Schools August 2011

The information in this report provides an overview of results from the August 2011 **English 12 Provincial Exam**. The information is based on the **1,861** students who wrote the August Provincial Exam.

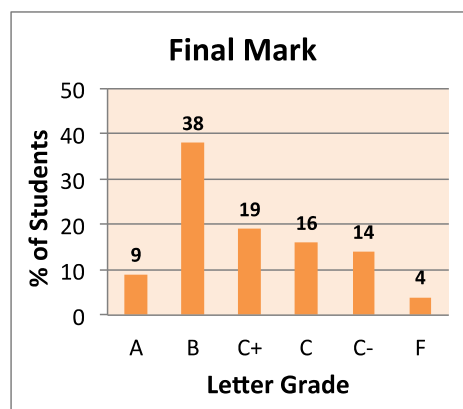
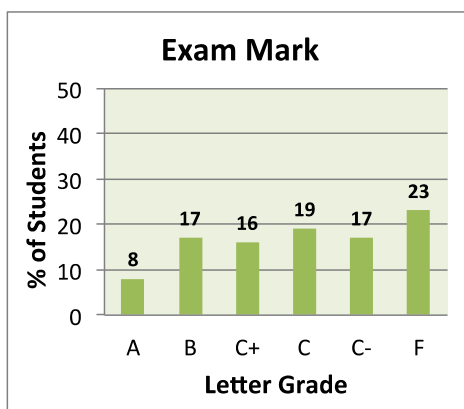
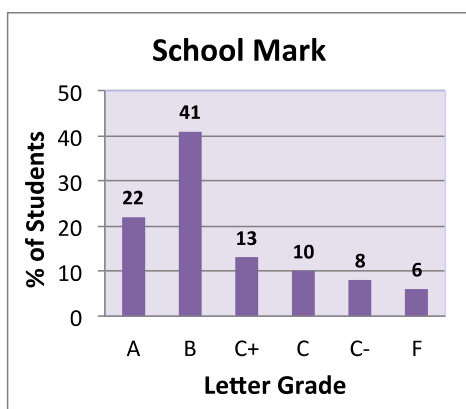
### Provincial Averages

School Mark – 73%

Exam Mark – 61%

Final Mark\* – 70%

\*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	6.32	53%
Synthesis of Texts	24.0	14.82	62%
Composition	24.0	15.05	63%

## 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>• Most students attempted to follow the rules of standard usage and expression, and there were minimal social network abbreviations in the responses.</li> <li>• Students drew upon supporting details from the entire poem, rather than limiting themselves to only one section.</li> <li>• Many well-organized responses featured good integration of references—both implicit and explicit—as well as captivating topic sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Many weaker students seemed confused by the topic and poem, and chose to write about irony in general (instead of irony in the poem), or to define different types of irony and provide examples.</li> <li>• There were several misreadings of the text.</li> </ul>
<b>Synthesis of Texts</b>	<ul style="list-style-type: none"> <li>• Students were able to write interesting and insightful responses that demonstrated genuine synthesis.</li> <li>• Higher-level responses featured well-integrated quotations and relevant references, both explicit and implicit.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the problems students faced with this question stemmed from language deficiencies, rather than the topic or the passages. These responses often contained incomprehensible sentences.</li> <li>• Many responses displayed spelling and grammatical errors and a general lack of structure. Some responses were written in all capital letters.</li> </ul>
<b>Composition</b>	<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 narratives, and there were also a number of upper-level expository responses. Both types of responses demonstrated effective use of literary devices and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers should remind students to consider their audience when writing their compositions.</li> <li>• There were some overly colloquial responses with little regard for Standard English.</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.*