

English 12

Report to Schools May 2012

The information in this report provides an overview of results from the May 2012 **English 12 Provincial Exam**. The information is based on the **1830** 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"> There were few misreads of the text. Most responses, even weaker ones, featured clear introductions and conclusions. 	<ul style="list-style-type: none"> Many students copied fairly lengthy portions of the text. Some students did not use quotation marks to indicate “borrowed” words/ideas. There were numerous spelling and usage errors, especially sentence fragments and misspellings of common words. Some students wrote lengthy personal responses.
Synthesis of Texts	<ul style="list-style-type: none"> Quotations were well-integrated, although the lower-level responses did not discuss the quotations used. Higher-level responses were well-organized, concise and uniquely crafted. 	<ul style="list-style-type: none"> 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 paraphrased the two without synthesizing anything. The weaker responses were extremely weak, demonstrating a total lack of control and understanding. There were numerous spelling and usage errors.
Composition	<ul style="list-style-type: none"> This accessible topic allowed most students to succeed. Almost all students could relate to the topic and found something to write about. Upper-level responses were characterized by engaging stories; overall there seemed to be more narrative responses to the prompt than in previous sessions. 	<ul style="list-style-type: none"> Many overly brief or cliché responses. Structure was often weak or absent. Ideas were often disjointed or awkwardly expressed. There were numerous spelling and usage errors. Frequent lack of structure or shifts in point-of-view.

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.