

# 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"> <li>There were few misreads of the text.</li> <li>Most responses, even weaker ones, featured clear introductions and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Many students copied fairly lengthy portions of the text. Some students did not use quotation marks to indicate “borrowed” words/ideas.</li> <li>There were numerous spelling and usage errors, especially sentence fragments and misspellings of common words.</li> <li>Some students wrote lengthy personal responses.</li> </ul>
Synthesis of Texts	<ul style="list-style-type: none"> <li>Quotations were well-integrated, although the lower-level responses did not discuss the quotations used.</li> <li>Higher-level responses were well-organized, concise and uniquely crafted.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The weaker responses were extremely weak, demonstrating a total lack of control and understanding.</li> <li>There were numerous spelling and usage errors.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>This accessible topic allowed most students to succeed. Almost all students could relate to the topic and found something to write about.</li> <li>Upper-level responses were characterized by engaging stories; overall there seemed to be more narrative responses to the prompt than in previous sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Many overly brief or cliché responses.</li> <li>Structure was often weak or absent.</li> <li>Ideas were often disjointed or awkwardly expressed.</li> <li>There were numerous spelling and usage errors.</li> <li>Frequent lack of structure or shifts in point-of-view.</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.*