

# English 12

## Report to Schools June 2012

The information in this report provides an overview of results from the June 2012 **English 12 Provincial Exam**. The information is based on the **28,487** students who wrote the June Provincial Exam.

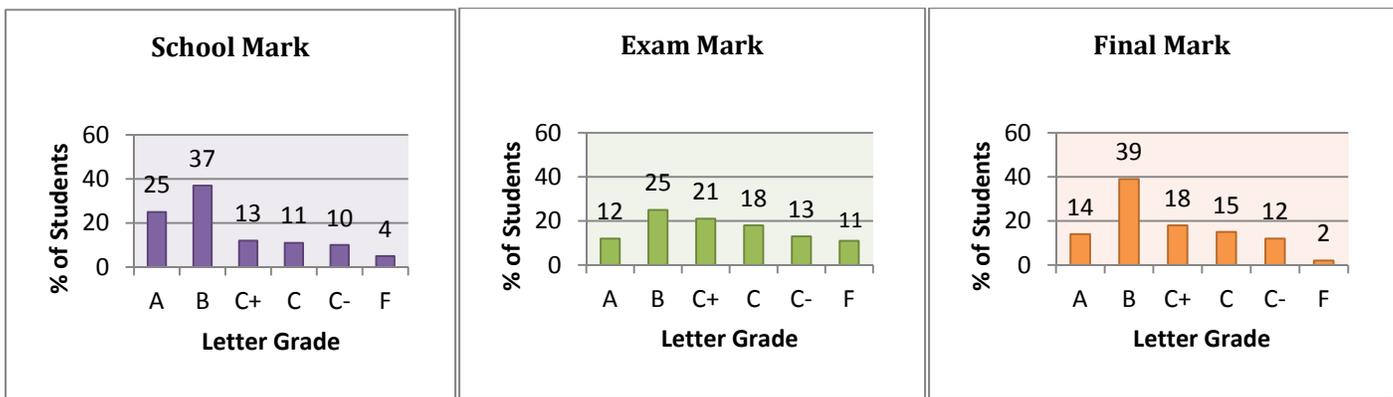
### Provincial Averages

School Mark – 74%

Exam Mark – 68%

Final Mark\* – 72%

\*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	7.20	60%
Synthesis of Texts	24.0	14.85	62%
Composition	24.0	15.57	65%

## 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>• Upper level students demonstrated sophisticated analysis, appropriate quotations, development and conclusions.</li> <li>• For the most part, thesis statements were evident, and writing was organized.</li> <li>• Higher level responses were able to connect irony to some other area of literature such as theme or purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Many students confused contrast with irony, or attempted to identify types of irony with very little actual analysis of the article. Some did not know what irony was.</li> <li>• Some weaker responses were underdeveloped and tended to rely on the writer's background knowledge as opposed to addressing the use of irony in the selection.</li> <li>• Some responses were essentially large portions of text 'lifted' from the passage.</li> </ul>
<b>Synthesis of Texts</b>	<ul style="list-style-type: none"> <li>• Plenty of effective integration of quotations and attempts at some form of synthesis.</li> <li>• Upper level responses tended to discuss both texts within the same paragraph and organized the analysis in a sophisticated manner.</li> <li>• Few misreads and non-responses; most well-organized.</li> </ul>	<ul style="list-style-type: none"> <li>• A few of the lower level responses were personal responses to nature rather than a literary analysis.</li> <li>• Mid-range responses tended to use a formulaic approach: one paragraph per text then a concluding paragraph that brought the comparisons together.</li> <li>• There were numerous spelling and usage errors.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Stronger responses effectively utilized rhetorical and stylistic techniques, and some were able to use references from other passages in the exam.</li> <li>• Upper level responses tended to be insightful and demonstrated the ability to use imagery and mature vocabulary, often characterized by engaging stories.</li> <li>• There were some excellent responses and at all scale-points they were well-organized.</li> </ul>	<ul style="list-style-type: none"> <li>• There were numerous spelling and usage errors.</li> <li>• There were many weak to mid-range responses overused formulaic transitions; and paragraphing was a problem.</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.*