

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.

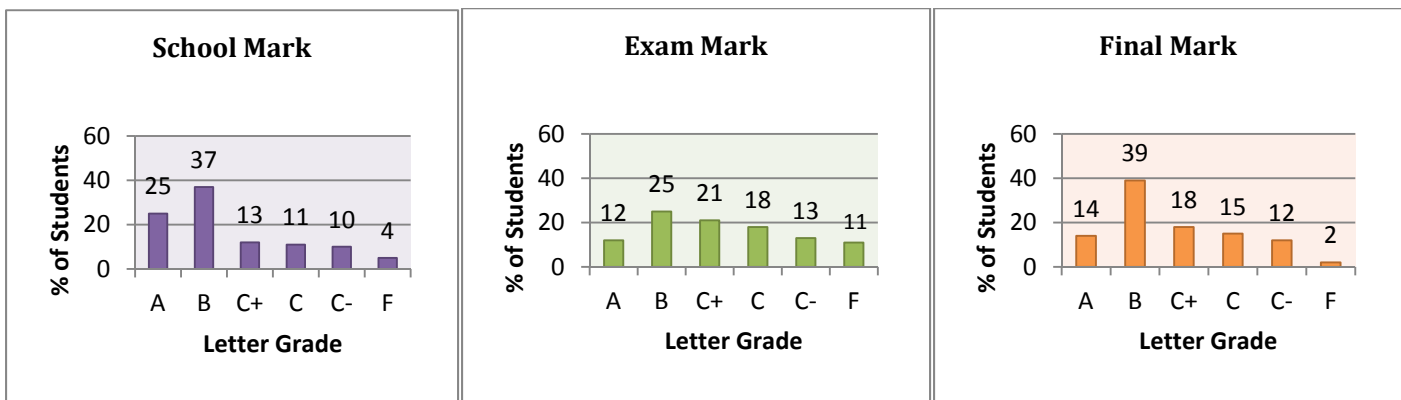
Provincial Averages

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
Stand Alone	<ul style="list-style-type: none"> • Upper level students demonstrated sophisticated analysis, appropriate quotations, development and conclusions. • For the most part, thesis statements were evident, and writing was organized. • Higher level responses were able to connect irony to some other area of literature such as theme or purpose. 	<ul style="list-style-type: none"> • 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. • 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. • Some responses were essentially large portions of text 'lifted' from the passage.
Synthesis of Texts	<ul style="list-style-type: none"> • Plenty of effective integration of quotations and attempts at some form of synthesis. • Upper level responses tended to discuss both texts within the same paragraph and organized the analysis in a sophisticated manner. • Few misreads and non-responses; most well-organized. 	<ul style="list-style-type: none"> • A few of the lower level responses were personal responses to nature rather than a literary analysis. • Mid-range responses tended to use a formulaic approach: one paragraph per text then a concluding paragraph that brought the comparisons together. • There were numerous spelling and usage errors.
Composition	<ul style="list-style-type: none"> • Stronger responses effectively utilized rhetorical and stylistic techniques, and some were able to use references from other passages in the exam. • Upper level responses tended to be insightful and demonstrated the ability to use imagery and mature vocabulary, often characterized by engaging stories. • There were some excellent responses and at all scale-points they were well-organized. 	<ul style="list-style-type: none"> • There were numerous spelling and usage errors. • There were many weak to mid-range responses overused formulaic transitions; and paragraphing was a problem.

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.