

# English 12

## Report to Schools August 2012

The information in this report provides an overview of results from the August 2012 **English 12 Provincial Exam**. The information is based on the **1991** students who wrote the August Provincial Exam.

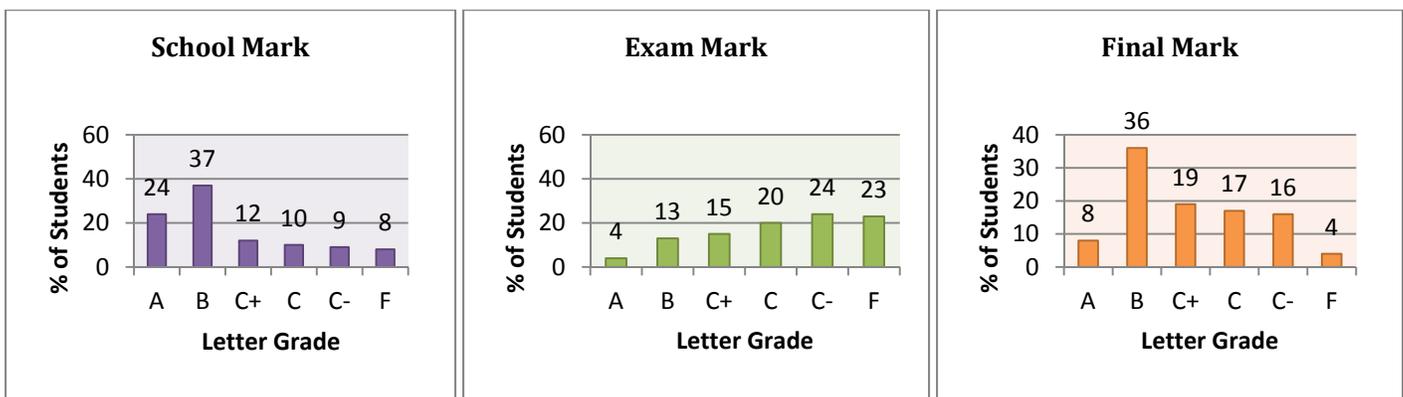
### Provincial Averages

School Mark – 73%

Exam Mark – 59%

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	6.66	56%
Synthesis of Texts	24	11.29	47%
Composition	24	14.94	62%

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>• Paragraphing generally quite good. There were many succinct responses that were not only accurate, but also a pleasure to read.</li> <li>• Students able to draw upon a great of evidence in their responses from the prose passage.</li> </ul>	<ul style="list-style-type: none"> <li>• Many students relied on plot summary rather than analysis leading to lengthy, uninspired responses.</li> <li>• Unattributed, “lifted” quotations.</li> <li>• Many misreading because students failed to understand – or consider – the context of the story and Marusa’s cultural heritage.</li> <li>• A number of students overstated Marusa’s character traits (she was “evil” or “heartless”, for instance).</li> <li>• It seems students expected a “happy ending” and, when there wasn’t one, invented their own.</li> </ul>
Synthesis of Texts	<ul style="list-style-type: none"> <li>• Lots of effective integration of quotations; upper-level writers effectively identified and used subtle details from the poem to create interesting, thoughtful essays.</li> <li>• Most students attempted some form of synthesis, and utilized competent opening sentences.</li> <li>• Overall, structure and organization generally good.</li> </ul>	<ul style="list-style-type: none"> <li>• A number of zeroes given for papers that demonstrated a complete misunderstanding of the task (e.g. students wrote about the environment or the workers but not the ships themselves).</li> <li>• Misreadings of the poem led to further misreading and flawed responses.</li> <li>• Problems with mechanics, spelling, and keyboarding were evident.</li> <li>• Some students used ‘text-message’ abbreviations.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>• Some excellent and poignant personal responses to this accessible topic.</li> <li>• Papers at all scale-points were well-organized and mature in tone.</li> <li>• Stronger papers effectively and correctly incorporated dialogue and other narrative techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Many writers used massive, archaic words leading to some garbled or difficult to read responses.</li> <li>• Weak responses further compromised by poor keyboarding, lack of proofreading, or choice of subject leading to overly simplified response.</li> <li>• Many students chose to write from points of view that did not <i>ring true</i>; more realistic voices seemed to have better responses.</li> </ul>