

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.

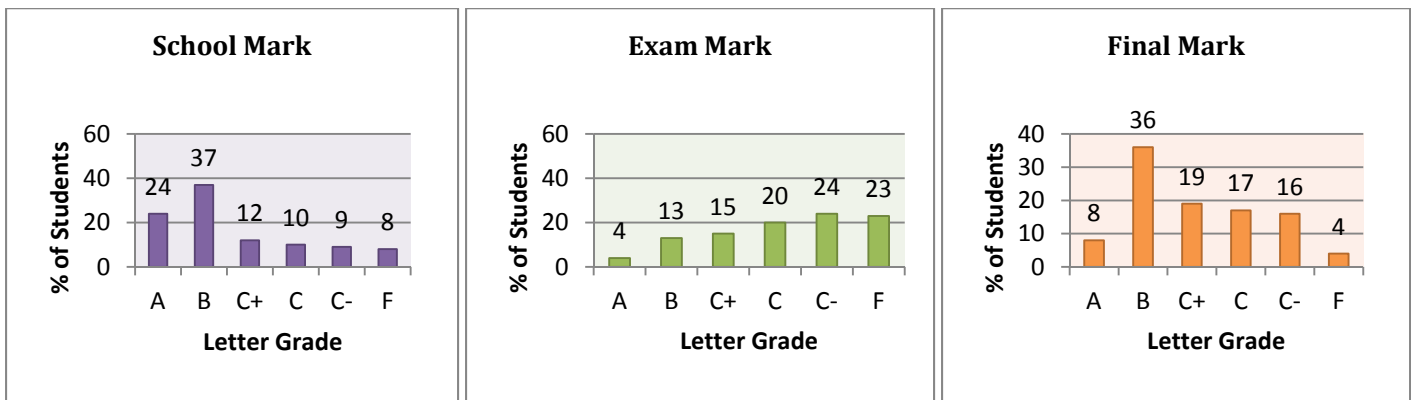
Provincial Averages

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