

English 12

Report to Schools January 2013

The information in this report provides an overview of results from the January 2013 **English 12 Provincial Exam**. The information is based on the **16,399** students who wrote the January Provincial Exam

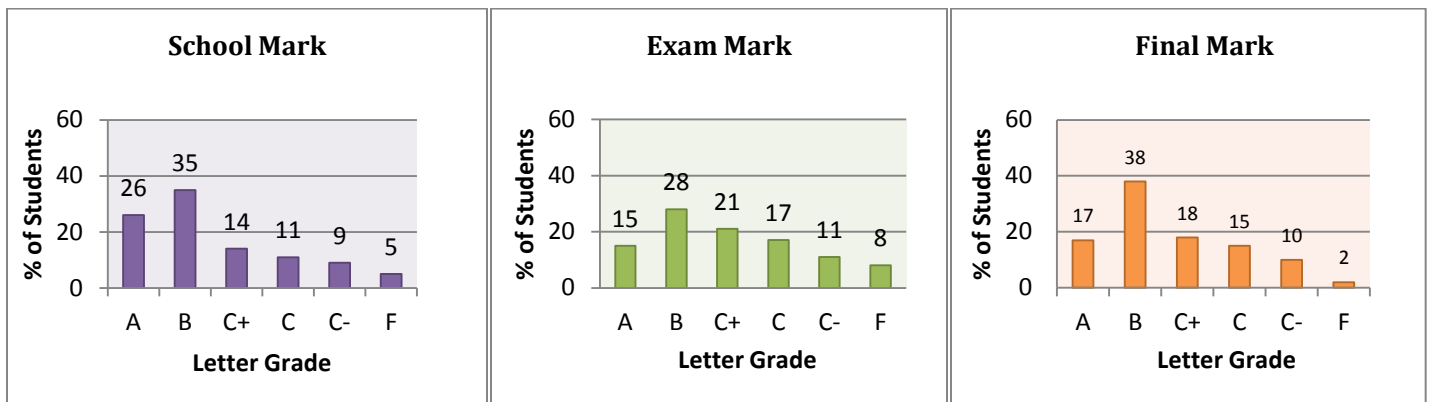
Provincial Averages

School Mark – 74%

Exam Mark – 70%

Final Mark* - 73%

*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	7.33	61%
Synthesis of Texts	24.0	14.77	62%
Composition	24.0	15.64	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 understanding of symbolism, contrast, and metaphor. • Well developed responses included a variety of examples from the text. • Higher-level responses used appropriate quotations and understood the topic. 	<ul style="list-style-type: none"> • Some weaker responses made simplistic assertions with no analysis; choosing to elude answering by referencing literary terms and digressing to personal narratives. • Some students misread the question.
Synthesis of Texts	<ul style="list-style-type: none"> • Upper-level responses used references that were appropriate and quoted correctly. • Strong responses were well organized and addressed both texts. 	<ul style="list-style-type: none"> • Many weak responses were underdeveloped and wrote on character rather than answering the question. • Weaker responses did not show an understanding of the question and included a misinterpretation of the documents.
Composition	<ul style="list-style-type: none"> • Strong responses used detailed, specific, and engaging examples. • Some students effectively referred to either literary or historical characters in their response. 	<ul style="list-style-type: none"> • Weak responses had numerous spelling and usage errors. • Weaker responses relied upon 2nd person didacticisms. • Lower-level responses did not address the prompt or made vague and abstract statements.

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.