

English 12

Report to Schools May 2013

The information in this report provides an overview of results from the May 2013 **English 12 Provincial Exam**. The information is based on the **2,245** students who wrote the May Provincial Exam

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 responses showed a strong understanding of literary terms. Strong responses were well organized with strong introductions and well integrated quotations. 	<ul style="list-style-type: none"> Weaker responses showed little or no editing. Some students relied on plot summary rather than analyzing the text. Weaker responses were not able to identify irony or misunderstood the various types of irony present, instead, relying on direct and lengthy quotations.
Synthesis of Texts	<ul style="list-style-type: none"> Most students were able to write a multi-paragraph response and synthesize the two texts. Strong responses effectively integrated quotations and used subtle details from the texts to create interesting and well constructed essays. Some responses had strong opening sentences, good structure, and organized ideas. 	<ul style="list-style-type: none"> Weaker responses showed little or no proofreading. Some students misread the text leading to flaws in its interpretation. Weaker responses did not include sufficient content and used weak transitions.
Composition	<ul style="list-style-type: none"> Strong responses used effective dialogue and narrative techniques 	<ul style="list-style-type: none"> Weak responses were further compromised by poor keyboarding, proofreading and editing.

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.