

English 12

Report to Schools June 2013

The information in this report provides an overview of results from the June 2013 **English 12 Provincial Exam**. The information is based on the **26,320** students who wrote the June Provincial Exam.

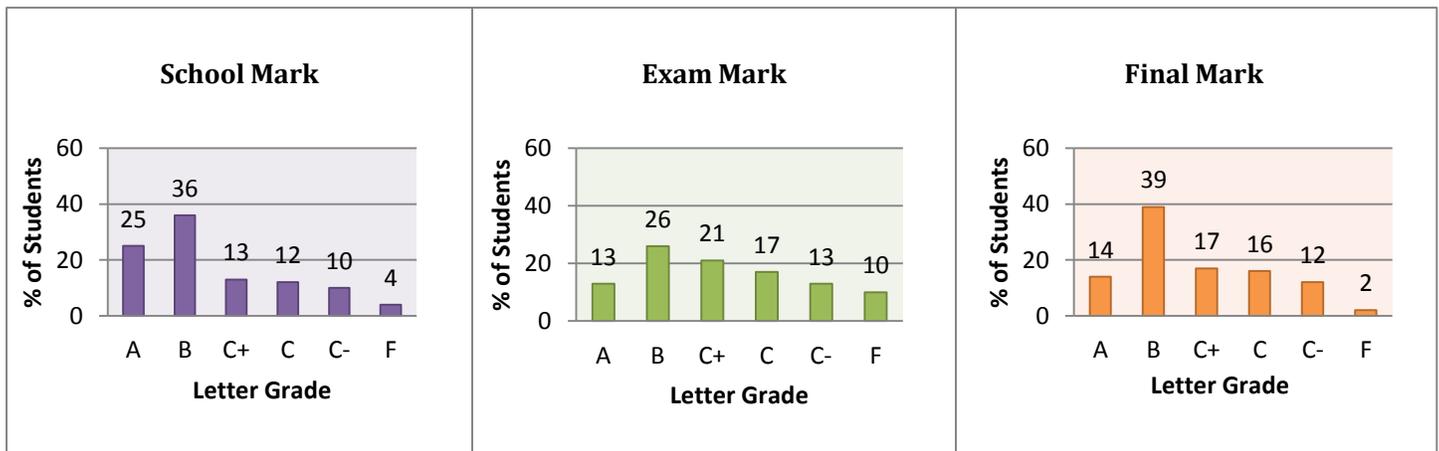
Provincial Averages

School Mark – 74%

Exam Mark – 68%

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	7.44	62%
Synthesis of Texts	24.0	15.06	63%
Composition	24.0	15.60	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"> • Strong responses were focused, on-topic, and grammatically correct. • Upper-level responses were structured and often included strong, well-integrated quotations and solid introductions and conclusions. • Stronger writers – and more adept readers – clearly understood the sardonic tone and other rhetorical techniques used by the author, picking up on the subtle elements of the text. 	<ul style="list-style-type: none"> • Many weak responses demonstrated a misreading of the text and task; many students misunderstood the author’s perspective and used their own personal opinions and beliefs to support their response. • Lower-level responses often relied on personal experiences, narratives, or simple summaries of the article. • Weaker responses included unrelated or lengthy quotations.
Synthesis of Texts	<ul style="list-style-type: none"> • Many students understood the question and made connections to the text. • Quotations were often well integrated and supported the response. • Upper-level responses used strong vocabulary and insightful observations. 	<ul style="list-style-type: none"> • Some students used personal experiences with little or no reference to the texts. • Weaker responses often relied on summary rather than synthesis. • Weaker responses tended to make broad generalizations, and used cliché introductions, imprecise endings, and simplistic language.
Composition	<ul style="list-style-type: none"> • Many students showed a reasonable understanding of the prompt and were able to articulate their own beliefs in the response. • Many strong responses provided engaging narratives or strong expository essays. • Stronger responses were well crafted and drew either upon personal experience or world affairs. 	<ul style="list-style-type: none"> • Weaker responses were underdeveloped and not proofread, containing errors in punctuation and syntax. • Weak responses lacked structure, purpose, or a clear connection to the writing prompt.

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.