

English 12

Report to Schools January 2014

The information in this report provides an overview of results from the January 2014 **English 12 Provincial Exam**. The information is based on the **16,147** students who wrote the January Provincial Exam.

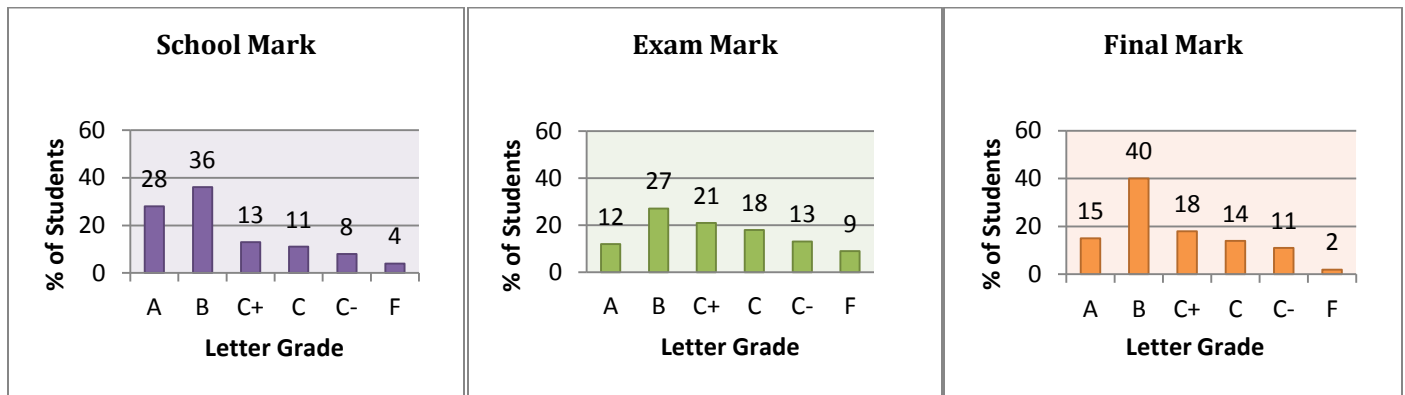
Provincial Averages

School Mark – 75%

Exam Mark – 69%

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	6.98	58%
Synthesis of Texts	24.0	14.55	61%
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"> • Students were able to address the question and draw conclusions about the author’s thoughts on the topic. • Some responses were well organized and utilized appropriate diction and manipulation of language to the desired effect. • Stronger responses showed an understanding of the author’s tone and were able to discuss and support their position. • Strong responses used appropriate and well integrated quotations. 	<ul style="list-style-type: none"> • Some weaker responses were severely underdeveloped and failed to address the task, choosing instead to discuss personal or societal views on the topic. • Many weaker responses misunderstood the author’s perspective on the topic, or believed that the author changed his perspective part way through the article. • Some weaker responses were compromised by deficiencies in written expression (syntax, spelling, and tense errors). • Some students did not write a literary analysis as required and used colloquial language.
Synthesis of Texts	<ul style="list-style-type: none"> • Stronger responses were well developed, well organized, and used appropriate, well referenced and integrated quotations. • Stronger responses picked up on the nostalgic tone of the topic and identified imagery and connected it to the theme. • Stronger responses showed a clear understanding of the term “assess” and wrote a literary analysis using true synthesis. 	<ul style="list-style-type: none"> • Many students had not been properly prepared to writing a synthesis essay. Many responses showed no attempt at synthesis. • Many responses scored “0” due to exclusive references to only one of the texts. • Many responses consisted of a superficial summary and lacked the required interpretive level.
Composition	<ul style="list-style-type: none"> • Strong narrative responses used engaging examples that tended to be detail specific. • Stronger responses usually had engaging introductions and developed conclusions. • Strong responses were varied in their syntax patterns and demonstrated purposeful manipulation of language. • Most responses were multi-paragraph and used an appropriate length. 	<ul style="list-style-type: none"> • Weaker responses tended to be underdeveloped and had many errors in spelling, grammar, and punctuation. • Weaker responses tended to rely on second person narrative. • Reliance of overuse of sentimentality and moralizing often lead to lower marks. • Too many responses relied on broad generalizations about society. • Although an attempt to share autobiographical material was made, with weaker responses, it was often done in a non-engaging manner.

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.