

# 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.

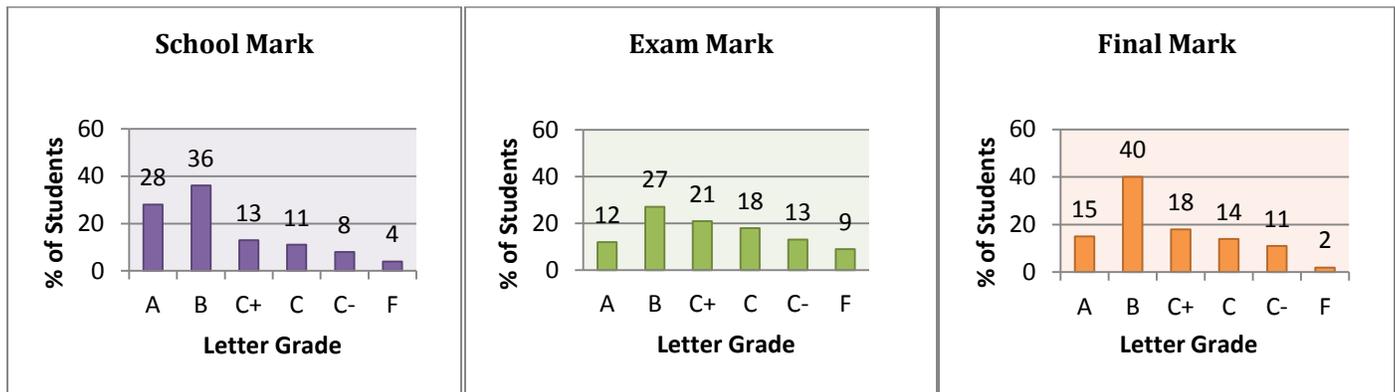
### Provincial Averages

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

*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.*