

English 12

Report to Schools June 2014

The information in this report provides an overview of results from the June 2014 **English 12 Provincial Exam**. The information is based on the **26,512** students who wrote the June Provincial Exam.

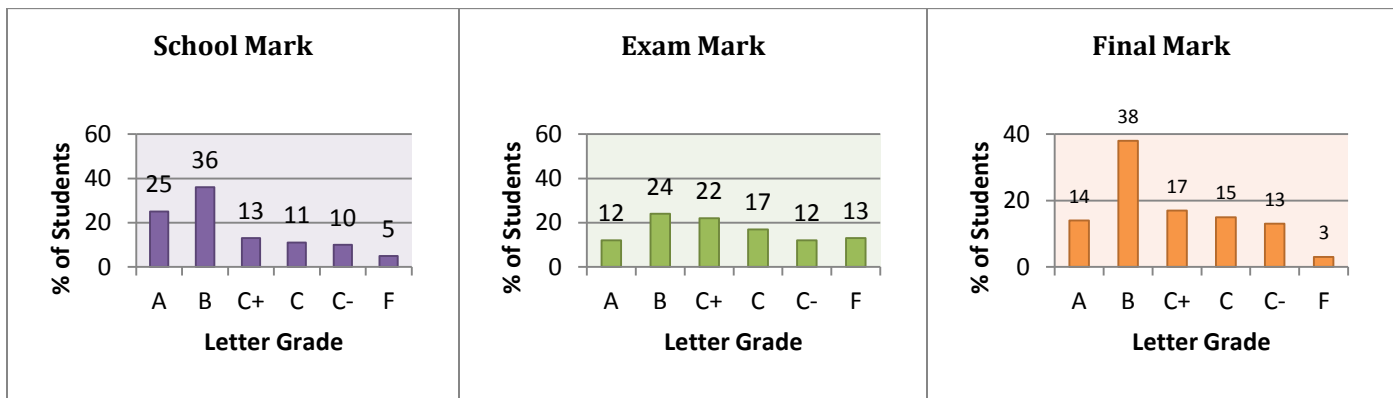
Provincial Averages

School Mark – 74%

Exam Mark – 67%

Final Mark* - 72%

*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	7.59	63%
Synthesis of Texts	24.0	14.85	62%
Composition	24.0	15.61	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 had well-integrated quotations throughout and incorporated implicit and explicit references from the text. • Upper-level responses made excellent use of supporting details. • Upper-level responses were extremely well written and engaging. • Many students chose to personalize their responses by turning their expository responses into strong personal narratives. • Upper-level responses provided strong topic sentences and well organized paragraphs with effective transitions throughout. • Most students were able to discuss the advantages and disadvantages of the topic, supported by well-chosen quotations from the passage. • Strong responses used effective integration of quotations and transitions. 	<ul style="list-style-type: none"> • Weak responses relied heavily on lengthy quotations or plot summaries that did not connect to the thesis. • Many students awkwardly wrote narratives in the 2nd person point of view focusing on their own opinions about the topic with little reference to the article. • Weak responses often summarized the article or personal attitudes without discussing the advantages or disadvantages of the topic. • Some weak responses were comprised almost entirely of quotations, and therefore, displayed very little original analysis.
Synthesis of Texts	<ul style="list-style-type: none"> • Most students clearly understood how to write a multi-paragraph response centered on synthesizing information from two passages. • Stronger responses were able to blend, integrate, and synthesize the texts, rather than placing blocks of information in separate paragraphs loosely connected to the topic. • Upper-level responses addressed each text by name and attempted to link the theme and more complex aspects of the two passages. 	<ul style="list-style-type: none"> • Many weak responses did not acknowledge both texts, instead choosing to only discuss one text. • Weak responses relied heavily on the literal summary of the texts, rather than actual synthesis related to the topic. • Many students did not follow the prompt to compare the two texts, instead falling back to the compare-and-contrast structure. • Weak responses contained too much repetition both in terms of content and vocabulary. • Weaker responses were under-developed and thus very brief.

Composition

- The accessibility of the topic led to some strong upper-level responses, providing a good mix of both narrative and expository pieces.
- Upper-level responses often deconstructed the prompt or looked at the topic from a unique perspective, leading to some mature and thoughtful expository responses.
- Strong responses made use of dialogue and imagery in the narratives.
- Strong expository responses were well organized and original.
- Some students chose to write a literary essay with many of these demonstrating strong writing.
- Weak responses were compromised by lack of editing.
- Many strong and engaging responses were seriously hampered by language errors.
- Weaker responses neglected to employ dialogue, description, sensory details, or illustrative examples and analogies.
- Point of view was often inconsistent, thereby making the response weak.
- Lower-level responses were very repetitive, which made the response predictable and mundane.

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.