

English 12

Report to Schools January 2015

The information in this report provides an overview of results from the January 2015 **English 12 Provincial Exam**. The information is based on the **15765** students who wrote the January Provincial Exam.

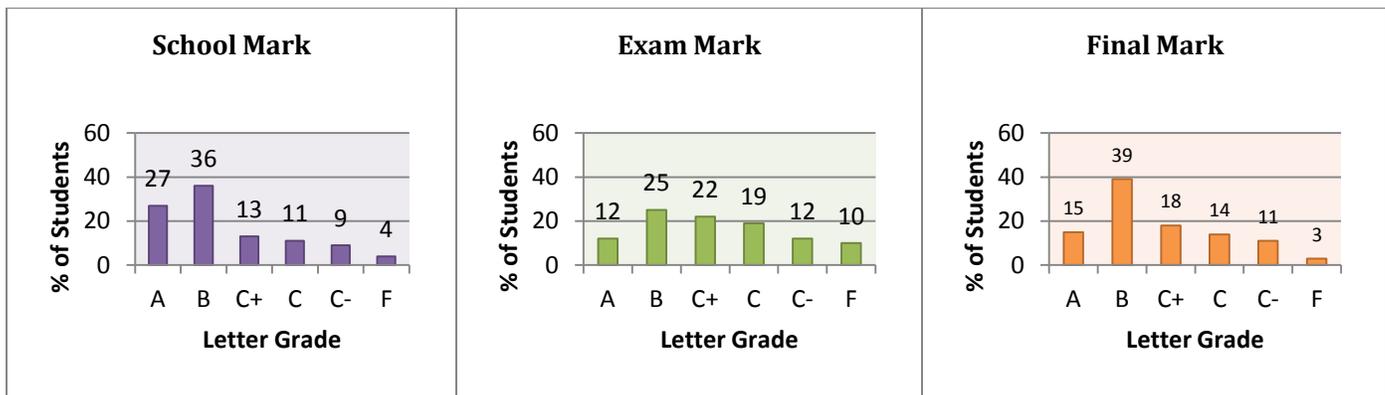
Provincial Averages

School Mark – 75%

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	6.94	58%
Synthesis of Texts	24.0	14.93	62%
Composition	24.0	15.67	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"> • The use of supporting details was excellent. • There was good integration of quotations throughout and good incorporation of both implicit and explicit references. • The upper-level responses were well written and engaging. • There were strong topic sentences and well organized paragraphs. • Students who wrote in third person generally had a stronger response. 	<ul style="list-style-type: none"> • Many students wrote personal narratives about their own attitudes or editorialized without making reference to the passage. • Some responses awkwardly employed 2nd or 1st person points of view. • Some responses discussed the poem without addressing the task. • Many responses relied on heavy use of quotations with little analysis. • Some responses used many literary terms without ever answering the question.
Synthesis of Texts	<ul style="list-style-type: none"> • Effective integration of quotations and effective use of transitions • Some students were able to effectively identify and use subtle details from the passages to create interesting and well-constructed essays. • Most students understood how to write a multi-paragraph response centered around and synthesizing information from both passages. • In terms of structure, stronger responses blended, integrated and synthesized rather than merely “blocking” information into separate paragraphs that were loosely connected to the topic. • Many students attempted to link their writing to the theme. 	<ul style="list-style-type: none"> • Some responses did not deal with both passages or only mentioned one of the pieces briefly and not in any meaningful way. • A number of responses relied heavily on plot summary (and use of quotations) rather than actual synthesis of information centered around a topic. • Some students misread the passages and made incorrect or unsupported claims. • Concluding sentences/paragraphs were often missing or weak. • Transitional words and phrases not used. • Some responses contained too much repetition in terms of content and vocabulary and were compromised by use of slang. • Some responses were compromised by the students editorializing rather than answering the question.
Composition	<ul style="list-style-type: none"> • There was a good mix of both narrative and expository pieces. • Some responses engaged the reader through descriptive language and humour. • Some responses used dialogue and imagery in the narratives. • Expository pieces were well-organized, original, and thoughtful. 	<ul style="list-style-type: none"> • Many compositions were compromised by a lack of editing. There were a number of strong responses that were seriously hampered by language errors. • Point of view was often inconsistent or odd. • Some of the responses were very repetitive and/or predictable and mundane. • There was an overuse of clichés. • Some responses lacked depth of discussion.

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.