

# 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.

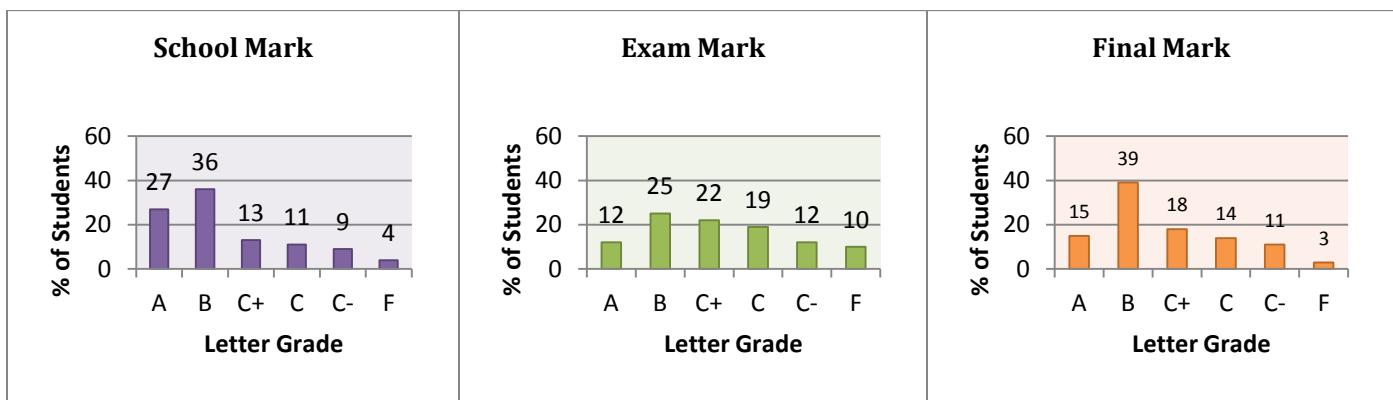
### Provincial Averages

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