

English 12

Report to Schools April 2015

The information in this report provides an overview of results from the April 2015 **English 12 Provincial Exam**. The information is based on the **2322** students who wrote the April Provincial Exam.

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"> • Many responses identified aspects of the text that exemplified the theme • Many students were able to identify and discuss the main relationship in the text • Upper level responses integrated quotations well, using shorter quotations 	<ul style="list-style-type: none"> • Overuse of long quotations • Extensive spelling errors and typos suggest students neglected to edit • Failing responses had a limited understanding of the text's main theme and use of other literary devices
Synthesis of Texts	<ul style="list-style-type: none"> • Most responses mentioned and analyzed both texts equally • Upper level responses used well integrated quotations 	<ul style="list-style-type: none"> • Tendency to write 'block style' essays rather than multi-paragraph responses • Failing responses often misunderstood the text and the author's intention • High incidence of word repetition • Lower level papers relied more on paraphrasing, rather than integrating direct quotations • Lower level papers tended to give a personal response ("I think...")
Composition	<ul style="list-style-type: none"> • Many students were able to write succinct upper level responses that had a strong sense of voice • Many responses were creative, demonstrating a unique or innovative point of view • Upper level responses successfully argued the antithesis of the prompt 	<ul style="list-style-type: none"> • Many spelling and grammar errors (i.e. lack of capital letters, errors in dialogue punctuation, misspellings) • Sentence errors (i.e. run on sentences, sentence fragments) • Some lower level responses were too long and lacked adequate editing

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.