

# English 12

## Report to Schools June 2015

The information in this report provides an overview of results from the June 2015 **English 12 Provincial Exam**. The information is based on the **26316** students who wrote the June Provincial Exam.

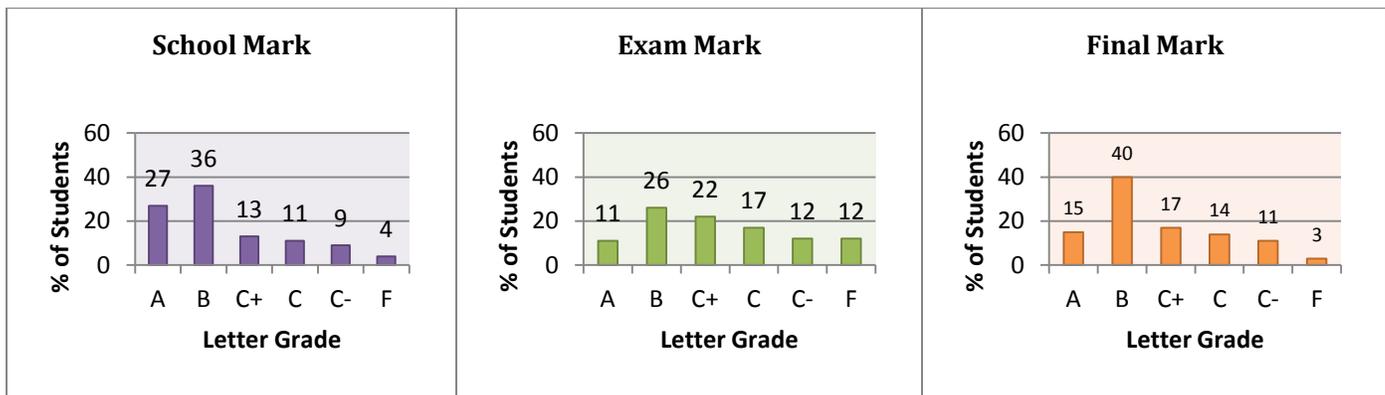
### Provincial Averages

School Mark – 75%

Exam Mark – 67%

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	7.9	65.8%
Synthesis of Texts	24.0	14.3	59.6%
Composition	24.0	15.7	65.4%

## 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>• Responses demonstrated good analytical skills and drew examples from throughout the text to support ideas</li> <li>• Many responses had strong introductory paragraphs that used “hooks” to draw in readers</li> <li>• Upper-level responses utilized strong, integrated quotations</li> <li>• Writers of all ability levels found something meaningful to say about the text</li> </ul>	<ul style="list-style-type: none"> <li>• Many responses had invented words (e.g. familyship, incentivated)</li> <li>• Some students wrote long, multi-paragraph responses when a concise, insightful paragraph response is more appropriate</li> <li>• Some responses summarized the article rather than addressing the topic</li> <li>• Many weaker responses used limited or no transitional words and phrases between ideas</li> </ul>
<b>Synthesis of Texts</b>	<ul style="list-style-type: none"> <li>• Strong essay structure, featuring good integration of relevant quotations and evidence from both passages</li> <li>• Upper-level responses utilized strong organization of ideas, sophisticated vocabulary, and varied sentence structure while maintaining an academic tone</li> </ul>	<ul style="list-style-type: none"> <li>• Several responses used ‘T-charts’ instead of an essay response, resulting in failing marks</li> <li>• Some students had difficulty because they did not understand one or both of the texts</li> <li>• A significant number of responses discussed the text from the Stand Alone section with one of the texts from the Synthesis question; this misunderstanding resulted in a ‘0’ score</li> <li>• Some lower-level responses showed little evidence of editing and used colloquial language</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Excellent narrative responses</li> <li>• Many strong expository responses drew from students’ literary and historical studies; these responses displayed a formal tone, strong diction, and excellent variance of sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• Some responses were characterized by cliché openings, underdeveloped ideas, and lists</li> <li>• Some mid- to low-level responses relied on cliché or predictable plot lines</li> <li>• Some narrative responses relied on dialogue, which often interfered with the students’ ability to demonstrate skills in written expression and development of ideas</li> <li>• Poor written expression skills, including spelling, punctuation, sentence structure, and subject-verb agreement</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.*