

English 12

Report to Schools January 2016

The information in this report provides an overview of results from the January 2016 **English 12 Provincial Exam**. The information is based on the **15608** students who wrote the January 2016 Provincial Exam.

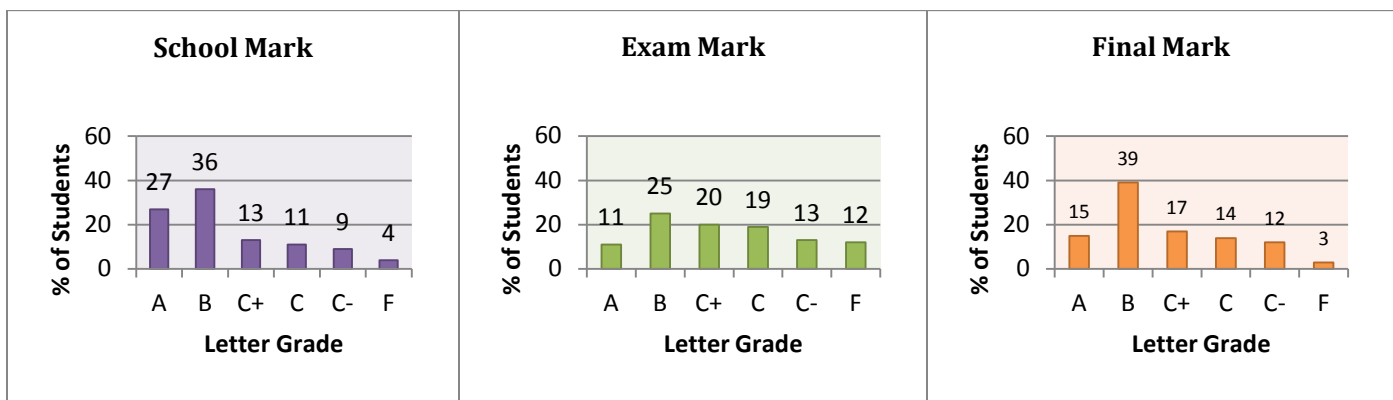
Provincial Averages

School Mark – 75%

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	6.68	56%
Synthesis of Texts	24.0	14.39	60%
Composition	24.0	15.55	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"> • Effective and correct use of quotations. • There were very strong, clear and concise upper level responses that featured strong vocabulary and sophisticated diction. These papers demonstrated the students’ abilities to analyze and interpret; this, in turn, allowed students to make insightful inferences when discussing the passage. 	<ul style="list-style-type: none"> • A large number of students failed to discuss the topic. Students should be reminded to answer the question asked of them, not to editorialize and to avoid personal responses. • Some responses relied on heavy use of quotations; conversely, many failed to use quotations at all, and simply paraphrased the passage. Students should be reminded that quotations should be used to support their own ideas and assertions, not in place of them.
Synthesis of Texts	<ul style="list-style-type: none"> • Strong responses demonstrated analytical skills and original insights, while weaker responses could still find pertinent details at a more literal level. • Many papers featured strong synthesis throughout; students were making connections between both pieces rather than editorializing or paraphrasing. • Strong essay structure, featuring good integration of relevant quotations. Most students drew on both passages. 	<ul style="list-style-type: none"> • There was a lack of proofreading. • Weaker responses had issues with correct use of voice/POV/tense—second person and passive voice should be avoided as well as the use of clichés; many also lacked engaging introductions and transitions. • In many low to lower mid-level responses, synthesis consisted of merely “chunking” the discussions of the texts in separate, isolated paragraphs. • Some misreads perhaps as a result of relying on the pictures rather than the text to interpret the passage.
Composition	<ul style="list-style-type: none"> • There were many excellent, insightful expository responses on engaging subjects featuring interesting story lines, including the students’ own literary studies. Stronger papers featured effective language manipulation, good flow, and attention to details. • There were very few “off-topic” responses. 	<ul style="list-style-type: none"> • There was a lack of proofreading. • Students should shy away from the employment of “inauthentic” voice in their responses, and try to avoid clichés. • A number of responses had no paragraphs. • Many responses were written in a rather conversational, informal style which was not engaging; likewise, their lack of vivid style or diction kept them from becoming upper-level responses. A number of mid-range responses merely revisited the topic from the previous (synthesis) section.

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.