

English 12

Report to Schools June 2016

The information in this report provides an overview of results from the June 2016 **English 12 Provincial Exam**. The information is based on the **25,062** students who wrote the June Provincial Exam.

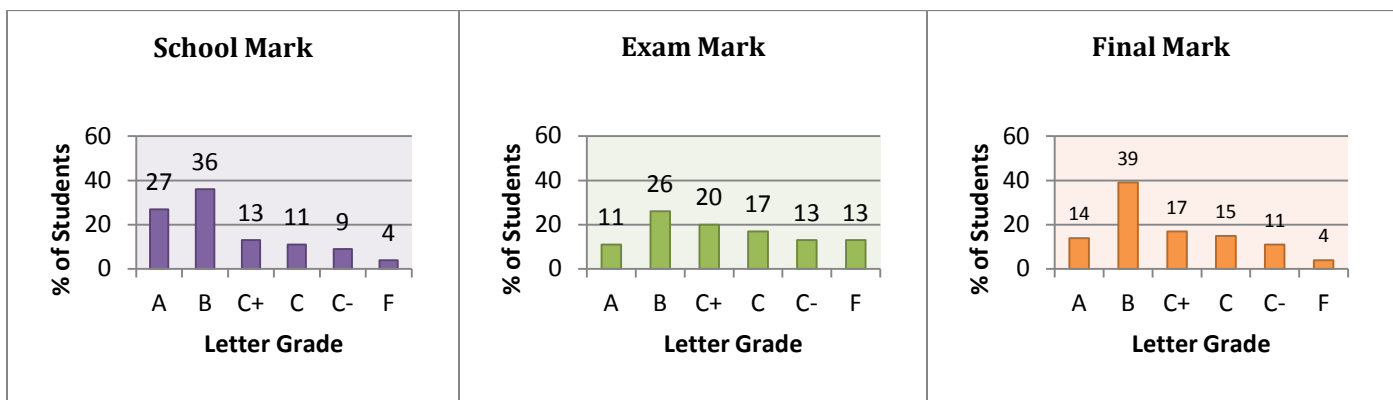
Provincial Averages

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	7.54	63%
Synthesis of Texts	24.0	14.26	59%
Composition	24.0	15.58	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"> • Informational text was highly accessible; writers of all ability levels found something meaningful to write. Lots of development and very few off topic. • Good demonstration of analytical skills and use of examples from the text to support ideas. • Upper-level responses utilized strong, integrated quotes; good development of ideas throughout. • Many responses had strong “hooks” to draw in readers; solid format of a strong topic sentence, logical discussion with evidence, and concluding sentence leading back to topic hook/sentence. • Upper level responses written in third person. • Strong responses were concise/succinct. 	<ul style="list-style-type: none"> • Invented words and/or creative spelling for words that were in the article. • Some responses were very long, multi-paragraph responses; a concise, insightful paragraph is more suited to the task. • Some responses wrote personal responses and did not mention the article at all. Students should be reminded to answer the question asked of them and avoid personal responses. • Weaker responses relied too heavily on quoting from the article with little to no discussion or analysis. Conversely, many students failed to use quotations at all, and simply paraphrased parts of the article. 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"> • Upper-level responses understood both the topic and the question and were able to discuss both passages equally. • Strong essay structure, featuring good integration of relevant quotations and integration of quotations. • Upper-level responses utilized strong organization of ideas, sophisticated vocabulary and varied sentence structure while maintaining an academic tone. 	<ul style="list-style-type: none"> • Several responses used “T-Charts” or lists instead of essays, resulting in failing marks. • Some students had difficulty because they did not understand one or both of the texts; this resulted in some fleeting references to one text. • Weak responses consisted of merely “chunking” discussions of the texts in separate, isolated paragraphs. • Clunky transition statements and topic sentences were formulaic or did not address the question. • Some lower level essays showed little evidence of editing, along with colloquial language.
Composition	<ul style="list-style-type: none"> • Topic was highly accessible and relevant; a number of excellent narrative responses; lots of engaging stories that were personal and insightful and relatable to their own lives. • Upper-level responses featured effective language manipulation, good flow, and attention to details such as transitions, punctuation for effect, and the impact such things have on readers; incorporated literary examples effectively; paragraph structure was solid throughout with dialogue used correctly. 	<ul style="list-style-type: none"> • Many of the responses were quite short and underdeveloped, even though the writing was competent; students should be reminded of the weighting of the questions so that they spend the appropriate amount of time on the written responses. • Clichéd openings and endings. • Weaker responses lacked basic written expression skills: spelling, punctuation, sentence structure. • Lack of proofreading.

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.