

English 12

Report to Schools June 2017

The information in this report provides an overview of results from the **June 2017 English 12** Provincial Exam. The information is based on the **25,098** students who wrote the June Provincial Exam.

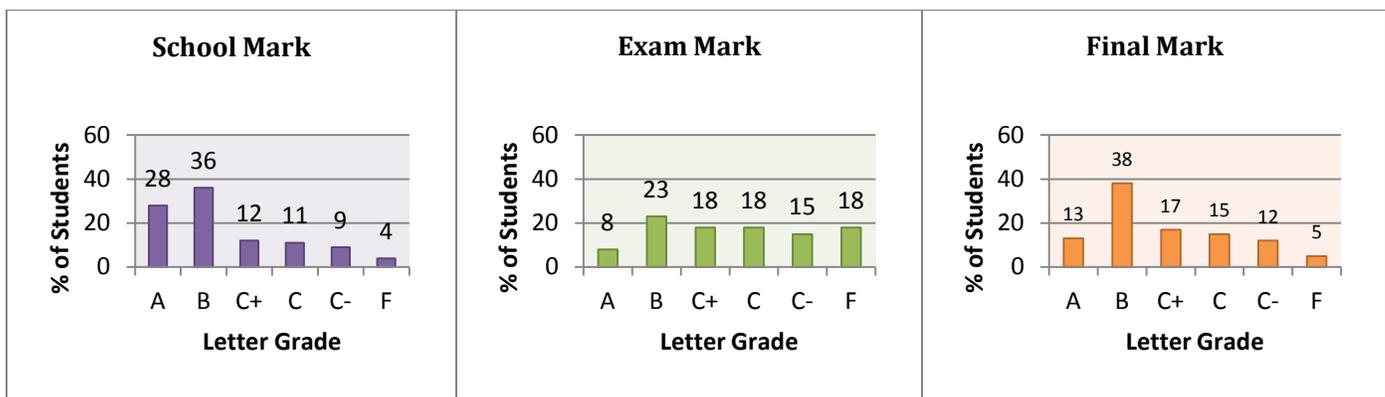
Provincial Averages

School Mark – 75%

Exam Mark – 64%

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	7.29	61%
Synthesis of Texts	24.0	12.48	52%
Composition	24.0	15.79	66%

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 understood the author’s rhetorical techniques and figurative language, and were able to strengthen their own arguments. • Quotations were used appropriately. • Some very strong, clear, and concise responses. 	<ul style="list-style-type: none"> • Weaker responses did not address the text or task; relied on lengthy quotations which were not actually discussed; conversely, many failed to use quotations, and simply paraphrased the passage; errors in written expression (syntax, diction, grammar, spelling); lack of editing, many typos. • Some struggled to uncover deeper meanings from the piece.
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. • Higher level responses featured strong synthesis throughout; responses were able to make connections between both pieces. • Strong essay structure, featuring good integration of relevant quotations. Most students drew on both passages. 	<ul style="list-style-type: none"> • Many responses did NOT address the task and simply compared and contrasted the two pieces without answering the question. These responses received “0.” • Errors in written expression; weaker responses had issues with correct use of voice/POV/tense, second person, and passive voice. • Responses compromised by use of clichés and being overly colloquial. • Responses lacked engaging introductions and transitions, and relied on too much plot summary and/or irrelevant details. • In many responses, synthesis consisted of “chunking” discussions of the texts in separate, isolated paragraphs.
Composition	<ul style="list-style-type: none"> • A wide range of student responses; there were excellent, insightful expository responses on engaging subjects, including the students’ own literary studies; clear understanding of the prompt. • Strong papers featured effective manipulation of language, good transitions, and attention to details. • A number of engaging narratives featured interesting storylines, keen insights drawn from personal experience, excellent dialogue, and delightful employment of figurative language, thoughtful use of voice, and vivid description. • Very few “off-topic” papers, and very few NR’s. 	<ul style="list-style-type: none"> • Poor proofreading skills; spelling errors; lack of proper capitalization; syntax errors; narrative responses poorly written. • Responses should shy away from the employment of “inauthentic” voice, and avoid clichés. • Many forgot to paragraph, even when writing dialogue, leading to several lengthy one-paragraph responses. • Many “4” papers written in a conversational, informal style which, despite their length, were not engaging; likewise, their lack of vivid style or diction kept them from becoming upper-level responses. • An unusual number of essays that only tenuously touched on the prompt.

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.