

# English 12

## Report from Markers January 2018

The information in this report provides an overview of results from the **January 2018 English 12** Provincial Exam. The information is based on the **16,419** students who wrote the January Provincial Exam.

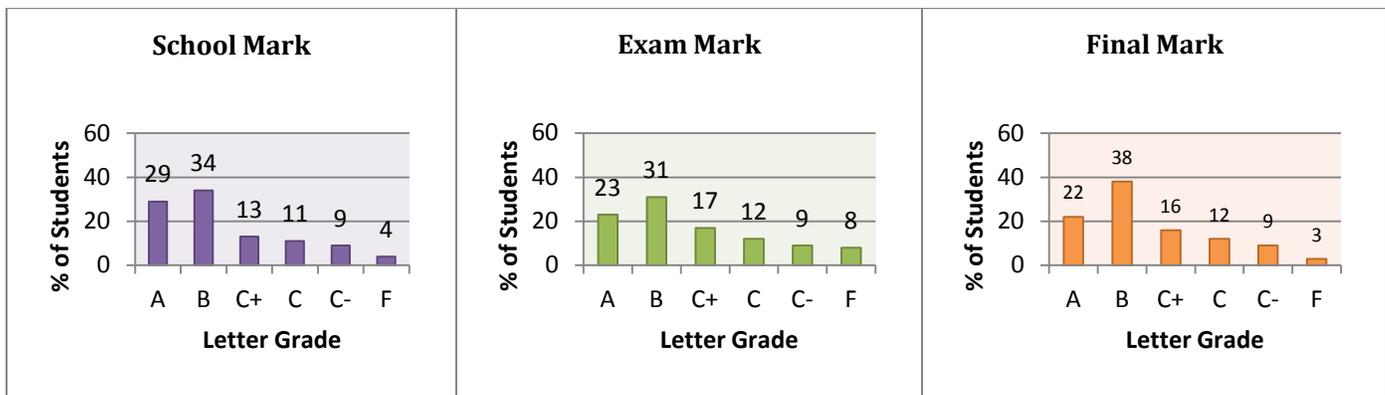
### Provincial Averages

School Mark – 75%

Exam Mark – 73%

Final Mark\* – 75%

\*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	7.49	62%
Synthesis of Texts	24.0	14.01	58%
Composition	24.0	15.69	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
<b>Stand Alone</b>	<ul style="list-style-type: none"> <li>• The informational text was highly accessible—there were relatively few failing papers, and writers of all ability levels found something meaningful to say about the passage.</li> <li>• Students demonstrated good analytical skills—perhaps because the passage was so accessible—and drew on examples from throughout the text to support their ideas.</li> <li>• Good, strong introductory openings—many responses wrote “hooks” to draw in readers, rather than simply using formulaic introductions.</li> <li>• Good development of ideas.</li> <li>• Effective and correct use of quotations.</li> </ul>	<ul style="list-style-type: none"> <li>• Many writers invented words and had creative spelling for words in the article.</li> <li>• Some responses were very long; a concise, insightful paragraph response was more suited to the task.</li> <li>• Some responses editorialized on the author’s bias rather than discussing the topic.</li> <li>• Some responses were purely personal and didn’t mention the article at all.</li> <li>• Some 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. Students should be reminded that quotations should be used to support their own ideas and assertions, not in place of them.</li> </ul>
<b>Synthesis of Texts</b>	<ul style="list-style-type: none"> <li>• Upper-level responses understood both the topic and the question.</li> <li>• Strong responses were able to discuss both works equally.</li> <li>• Strong essay structure, featuring good integration of relevant quotations and integration of quotations.</li> <li>• Most upper level responses drew on both passages equally.</li> <li>• Upper-level papers utilized strong organization of ideas, sophisticated vocabulary and varied sentence structure; they also maintained an academic tone throughout.</li> </ul>	<ul style="list-style-type: none"> <li>• Some responses floundered because they did not understand one of the works; this resulted in some fleeting references to one text.</li> <li>• In many low to lower mid-level responses, synthesis consisted of merely “chunking” discussions of the texts in separate, isolated paragraphs.</li> <li>• Some lower level responses showed little evidence of editing, along with colloquial language.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Most responses had something to say about the topic.</li> <li>• There were a number of excellent narrative responses.</li> <li>• Upper-level papers featured effective language manipulation, good flow, and attention to details such as transitions, punctuation for effect, and the impact such things have on readers.</li> <li>• There were very few “off-topic” papers, and very few NR’s.</li> </ul>	<ul style="list-style-type: none"> <li>• Many responses were quite short and underdeveloped, even though the writing was competent. This may be due to the fact that the students wrote so much in response to the SA question. Students should be reminded of the weighting of the questions so that they spend the appropriate amount of time on the written responses.</li> <li>• There are still quite a few “listy” responses characterized by clichéd openings and underdeveloped ideas.</li> <li>• Students still need to work on basic written expression skills: spelling, punctuation, sentence structure.</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.