

English 12

Report from Markers June 2018

The information in this report provides an overview of results from the **June 2018 English 12** Provincial Exam. The information is based on the **25,622** students who wrote the June Provincial Exam.

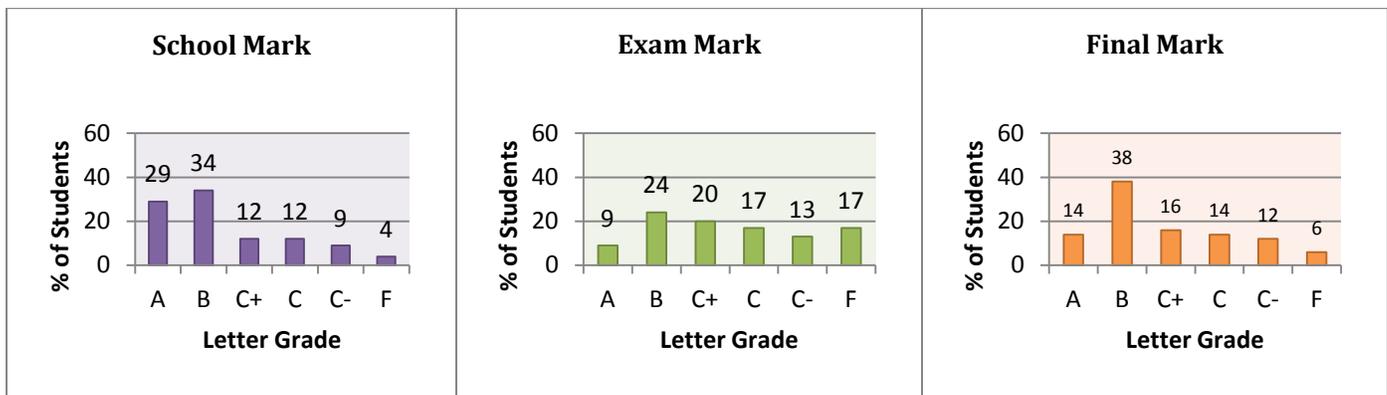
Provincial Averages

School Mark – 75%

Exam Mark – 65%

Final Mark* – 71%

*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	7.20	60%
Synthesis of Texts	24.0	14.78	62%
Composition	24.0	15.18	63%

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"> • Use of supporting details was excellent; good integration of quotations throughout; good incorporation of both implicit and explicit references. • Upper-level papers were well written and engaging. • Strong topic sentences and well organized paragraphs. • Many succinct, well-written upper level papers. 	<ul style="list-style-type: none"> • Many wrote personal narratives about their own attitudes or editorialized without making reference to the passage. • Weaker responses awkwardly employed 2nd person and 1st person point of view. Students should be encouraged to use 3rd person perspective when writing a literary analysis. • Some weaker papers would use any and every literary term in an attempt to answer the question. • There were many responses that relied on heavy use of quotations with little analysis.
Synthesis of Texts	<ul style="list-style-type: none"> • Lots of effective integration of quotations and use of transitions; upper-level writers effectively identified and used subtle details from the passages to create interesting, well-constructed essays. • In terms of structure, stronger responses blended, integrated and synthesized rather than merely “blocking” information into separate paragraphs loosely connected to the topic. • Many attempted to link to theme and more complex aspects of the two pieces. 	<ul style="list-style-type: none"> • Although fewer in number than previous sessions, there were still some responses that did not deal with both passages or only mentioned one of the pieces fleetingly and not in any meaningful way. • A number of responses relied heavily on plot summary (and use of quotations) rather than actual synthesis of information centered around a topic; literal summary as opposed to analysis. Conversely, many weaker responses did not use any supporting evidence/quotations from the texts. • Concluding sentences/paragraphs were often missing or weak. Transitional words/phrases not utilized. • Weaker responses had too much repetition both in terms of content and vocabulary and were compromised by use of slang. • Some responses were compromised by editorializing on thought processes and actions of the protagonists and not actually answering the question.
Composition	<ul style="list-style-type: none"> • Strong responses in both narrative and expository pieces. • Upper-level responses often engaged the reader through descriptive language and some humour. • Stronger papers utilized dialogue and imagery in the narratives; expository pieces were well-organized, original, and thoughtful. 	<ul style="list-style-type: none"> • Many compositions were compromised by a lack of editing. There were a number of engaging papers (strong voice, interesting or unusual point of view) that were seriously hampered by language errors. • Point of view was often inconsistent. • Many of the weaker responses were repetitive and/or predictable. • Some responses were weakened by an overuse of clichés.

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.