

English 12

Report to Schools May 2014

The information in this report provides an overview of results from the May 2014 **English 12 Provincial Exam**. The information is based on the **1,994** students who wrote the May Provincial Exam

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"> Strong responses provided excellent supporting details and had a good integration of quotations throughout. Upper-level responses were extremely well written and engaging. Most students clearly understood the task. Most responses included strong topic sentences and organized paragraphs. 	<ul style="list-style-type: none"> Many weak responses showed evidence of little or no editing or proofreading and these frequent mistakes often impeded the meaning. Many students relied heavily on lengthy quotations or plot summaries that did not adequately connect to a thesis.
Synthesis of Texts	<ul style="list-style-type: none"> Strong responses had well-integrated quotations. Upper-level responses effectively identified and used subtle details within the texts to create interesting and well-constructed essays. Most students understood how to write a multi-paragraph essay and synthesize information from both texts. 	<ul style="list-style-type: none"> Weaker responses relied heavily on quotations and retellings of the plot, thereby lacking proper synthesis of the texts and connection to the thesis. Lower-level responses showed weak expressions when interpreting the syntax and language of the text.
Composition	<ul style="list-style-type: none"> Students found the topic accessible for narrative, expository, and even literary essays. Strong narrative responses demonstrated good use of dialogue and imagery. Strong expository responses were well-organized, thoughtful, and original. 	<ul style="list-style-type: none"> Weak responses were compromised by lack of editing and proofreading, which at times, impeded the meaning. Though many responses included strong content, weaknesses in language resulted in low marks.

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.