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.

<table>
<thead>
<tr>
<th>Curriculum Organizer</th>
<th>Areas of Strength</th>
<th>Areas of Weakness</th>
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</table>
| Synthesis of Text    | • Most students addressed the question and provided support.  
                       • Upper-level responses synthesized the two texts rather than discussing each text separately.  
                       • Students responded appropriately to the texts with few personal responses. | • Weak responses lacked short and well-integrated quotations.  
                                                                                     • Weaker responses tended to display poor writing skills; these errors, at times, impeded the meaning.  
                                                                                     • Some students had difficulty responding to the text, which resulted in significant misreads. |
| Response to Texts    | • Most students found the question accessible and chose texts that allowed for a good discussion of the topic.  
                       • Strong responses were well developed, insightful and made good use of specific detail.  
                       • Upper-level responses used proper essay structure in providing a thesis, introduction, transitions, and effective conclusions.  
                       • Strong responses included more than two texts. | • Many weak responses referred to only one text.  
                                                                                     • Some lower-level responses did not refer to a text and treated the question as a personal response.  
                                                                                     • Some students overused plot summary rather than using the texts to address the topic.  
                                                                                     • Weaker papers did not focus on the topic assigned. |
| Composition          | • Most students found the topic accessible with some responses providing engaging narratives.  
                       • Upper-level responses used effective essay structure.  
                       • Some students were able to draw connections between the topic, the assigned texts, and their personal lives. | • Some weaker responses were significantly under-developed.  
                                                                                     • Weak responses tended to lack proper essay structure and were often written as one long paragraph.  
                                                                                     • Lower-level responses often used overly colloquial language.  
                                                                                     • Weaker responses displayed a limited vocabulary. |

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.