

English 12

Report to Schools November 2014

The information in this report provides an overview of results from the November 2014 **English 12 Provincial Exam**. The information is based on the **488** students who wrote the November 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"> Responses were well organized. Used strong vocabulary. Incorporated appropriate quotations and would often incorporate devices to “push” for an upper level response. Students were able to find appropriate references to answer the question. 	<ul style="list-style-type: none"> There was an overreliance on quotations which made it difficult to decipher the student’s own thoughts. Some students misunderstood words that were clearly defined in the footnotes. Some responses poorly developed. Some responses were off topic. Some responses had poor sentence structure and had no concept of how to discuss theme.
Synthesis of Texts	<ul style="list-style-type: none"> Many students were able to use material from both texts to address the question. Most students wrote multi-paragraph responses of good length. 	<ul style="list-style-type: none"> Some responses missed the intent of the question which resulted in a minimally developed answer. It appeared that some writers neglected to edit as there were many typing errors.
Composition	<ul style="list-style-type: none"> Responses were on topic. There was demonstration of sophisticated use of language. Some responses had strong narratives, great voice, and effective use of imagery. Some responses connected other works of literature or personal experiences. Some responses had effective use of dialogue. 	<ul style="list-style-type: none"> Some responses lacked development by listing multiple examples rather than describing, in detail, a few examples. Issues with sentence structure, spelling, Standard English, and punctuation. Some responses used cliché statements. Word tense was inconsistent. Overuse of one of the words in the prompt. Even though the word was provided, many students had spelt it wrong.

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.