

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