

English 3201 Outcome Report June 2013

Question	Reporting Category	Curricular Concept	Level *	Description
1.	Visual	Visual form identification	1	Students determined the specific form of the visual.
2.	Visual	Purpose of a visual	2	Students determined the intent of the visual.
3.	Visual	Contextual meaning	3	Students interpreted the meaning of the visual's component.
4.	Visual	Media strategies	2	Students applied media strategies to the visual.
5.	Visual	Visual elements	2	Students used visual elements to support meaning.
6.	Prose	Point of view	1	Students identified the point of view of the prose.
7.	Prose	Method of development	1	Students identified the primary method of development of the prose.
8.	Prose	Use of a language term	1	Students identified the organization /arrangement of the prose.
9.	Prose	Use of a literary term	2	Students applied a literary term to a specific paragraph.
10.	Prose	Theme	2	Students determined the message of the selection.
11.	Prose	Diction	1	Students identified a style of the author's word choice.
12.	Prose	Purpose of a sentence	3	Students determined the purpose of a question within the context of a paragraph.
13.	Prose	Tone	2	Students determined the tone of the prose.
14.	Prose	Use of a literary term	2	Students applied a literary term to specific words of the prose.
15.	Prose	Use of a literary term	2	Students applied a literary term to a specific phrase of the prose.
16.	Prose	Use of a literary term	2	Students applied a literary term to a specific paragraph of the prose.
17.	Prose	Diction	2	Students determined the contextual meaning of a word.
18.	Prose	Thesis statement	2	Students selected the appropriate thesis statement from the essay.
19.	Prose	Title	3	Students used references to justify the title.
20.	Prose	Audience	3	Students used references to justify the audience.

21.	Poetry	Emphatic device	2	Students determined the purpose of the emphatic device.
22.	Poetry	Contextual meaning	2	Students determined the meaning of specific lines from the poem.
23.	Poetry	Figurative language	1	Students identified the device used in specific lines of the poem.
24.	Poetry	Diction	2	Students determined the contextual meaning of a word.
25.	Poetry	Language device	1	Students identified the device used in a specific stanza.
26.	Poetry	Purpose of poem	2	Students determined the purpose of the poem.
27.	Poetry	Mood	1	Students identified the mood of a specific stanza in the poem.
28.	Poetry	Literary devices	1	Students identified the device used in specific lines of the poem.
29.	Poetry	Tone	3	Students identified and supported the poem's tone with references.
30.	Poetry	Literary devices	3	Students identified and explained how a specific literary device develops theme.
31.	Contemporary Media Deconstruction	Sub text	2	Students determined the subtext of a visual.
32.	Contemporary Media Deconstruction	Text	2	Students determined the function of text in a visual.
33.	Contemporary Media Deconstruction	Media strategies	2	Students assessed the effectiveness of a media strategy.
34.	Contemporary Media Deconstruction	Media devices	3	Students assessed which aspect of the visual best reflected a specific media device.
35.	Contemporary Media Deconstruction	Contextual meaning	3	Students selected the best answer to represent the character's voice.
36.	Contemporary Media Deconstruction	Contextual meaning	3	Students determined the best trait to represent the character in the visual.
37.	Contemporary Media Deconstruction	Purpose	3	Students synthesized the visual's information to arrive at meaning.
38.	Contemporary Media Deconstruction	Media strategies	3	Students assessed the effectiveness of a media strategy.
39.	Contemporary Media Deconstruction	Media devices	3	Students assessed which aspect of the visual best reflected a specific media device.

40	Contemporary Media Deconstruction	Contextual meaning	3	Students assessed which aspect of the visual best enhanced the message.
41.	Comparative Study	Analysis of two longer works	3	<p>Students connected a specific statement to a longer play and a prescribed text.</p> <p>A holistic rating scale was used to assess:</p> <ul style="list-style-type: none"> • knowledge of subject matter • choice of content • detailed / specific references • compelling introduction • conclusion • structure • mechanics
42.	Personal Response	Creation of an essay	3	<p>Students constructed an essay from a written prompt. The writing could take the form of narrative, descriptive, and/or exposition.</p> <p>A holistic rating scale was used to assess:</p> <ul style="list-style-type: none"> • knowledge of the written form • awareness of audience, purpose and tone • voice • mechanics • content • organization and structure

***For a description of the cognitive levels in relation to the processes and activities see the Examination Specifications (2006) at:**

http://www.ed.gov.nl.ca/edu/k12/evaluation/english3201/eng3201_tos.pdf

English 3201 Marking Board's Qualitative Comments, June 2013

- 1) Students should know and be able to apply all Examinable Terms.
- 2) Students should answer all parts of a question.
- 3) Students should understand visual elements and how they apply to the prompt. (See the Sample Exam)
http://www.ed.gov.nl.ca/edu/k12/evaluation/english3201/eng3201_sample_exam.pdf
- 4) Students need to be able to differentiate between media strategies and visual elements.
- 5) Students should use specific and relevant references to support answers.
- 6) Students should practice critical viewing skills with an attempt to understand contextual meaning in relation to Contemporary Media Deconstruction. (see table above)
- 7) Students should respond directly to the prompt of the Comparative Essay. In June 2013 there was less plot summary than in past years.
- 8) Students are encouraged to use planning space as an organizational tool. There are, however, no grades assigned for planning.
- 7) Students should not just give their opinion on the validity of the statement in the Personal Response Section. The prompt is intended to be applied personally.