

English 12 First Peoples Report to Schools January 2012

The information in this report provides an overview of results from the January 2012 **English 12 First Peoples Provincial Exam**. The information is based on the **80** students who wrote the January 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
Synthesis of Texts	<ul style="list-style-type: none"> • Many students found the article and story to be accessible and used the information to successfully answer the question. • Upper level responses effectively used quotations from both pieces to support their analysis. • Upper level responses used evidence well and synthesized ideas from both texts. • Stronger responses answered the question; they were not merely a plot summary. • Almost all responses used appropriate “inclusive” language. 	<ul style="list-style-type: none"> • A significant number of responses discussed only one text, which does not constitute synthesis. • Some weaker responses were under-developed. • Many lower level responses displayed weak writing skills. The errors were distracting and at times impeded meaning. • Some responses were primarily plot summaries without any analysis.
Response to Texts	<ul style="list-style-type: none"> • Stronger responses contained specific and detailed examples. • Stronger responses used appropriate and rich texts for their support. • Most responses addressed the question within the first paragraph. • Many strong responses engaged in insightful discussion and analysis. 	<ul style="list-style-type: none"> • Some responses only referred to one text, while a few other responses did not refer to a single specific text. • Weaker responses were often under-developed. • Some responses were overly general and lacked specific supporting examples from the texts. • Weaker responses tended to lack structure.

Composition

- All students wrote on topic.
- Students effectively chose to both agree and disagree with the topic.
- Many responses contained specific examples that enhanced the responses.
- Upper level responses contained good essay structure with well-developed paragraphs.
- Some responses displayed a limited vocabulary.
- Some weaker responses were too colloquial, using words such as “gonna.”
- A number of responses were lacking conclusions.
- Essay structure was a problem with weaker responses.
- There were fewer creative, original responses than there have been in previous exam sessions.

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.