

English First Peoples 12

Report to Schools June 2012

The information in this report provides an overview of results from the June 2012 **English First Peoples 12 Provincial Exam**. The information is based on the **207** students who wrote the June 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"> Students found the story accessible. Upper level responses used evidence well and synthesized ideas from both texts. Responses used “inclusive” language and appropriate tone. 	<ul style="list-style-type: none"> Weaker responses did not provide adequate support from the poem. Too many responses made exclusive reference to only one text resulting in a score of “0.” Reference to only one text does not constitute synthesis. Responses displayed weak writing skills; the errors, at times, impeded meaning.
Response to Texts	<ul style="list-style-type: none"> Stronger students chose appropriate texts which allowed for a strong response to the question. Most responses addressed the question early in the response and contained specific and detailed examples. 	<ul style="list-style-type: none"> Some responses only referred to one text while a few others did not refer to a single specific text. Weaker responses were often under-developed and ended abruptly, lacking a concluding paragraph.
Composition	<ul style="list-style-type: none"> Students found the topic to be very accessible. Most responses contained specific examples relating to the topic. Some stronger responses displayed a powerful connection between the topic, the writer’s personal life, and the EFP 12 course. 	<ul style="list-style-type: none"> Many responses lacked any paragraphing. Personal examples would have strengthened many responses. Weaker responses often displayed a limited vocabulary or overuse of colloquial language.

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.