

# English First Peoples 12

## Report to Schools June 2015

The information in this report provides an overview of results from the June 2015 **English First Peoples 12 Provincial Exam**. The information is based on the **162** students who wrote the June Provincial Exam.

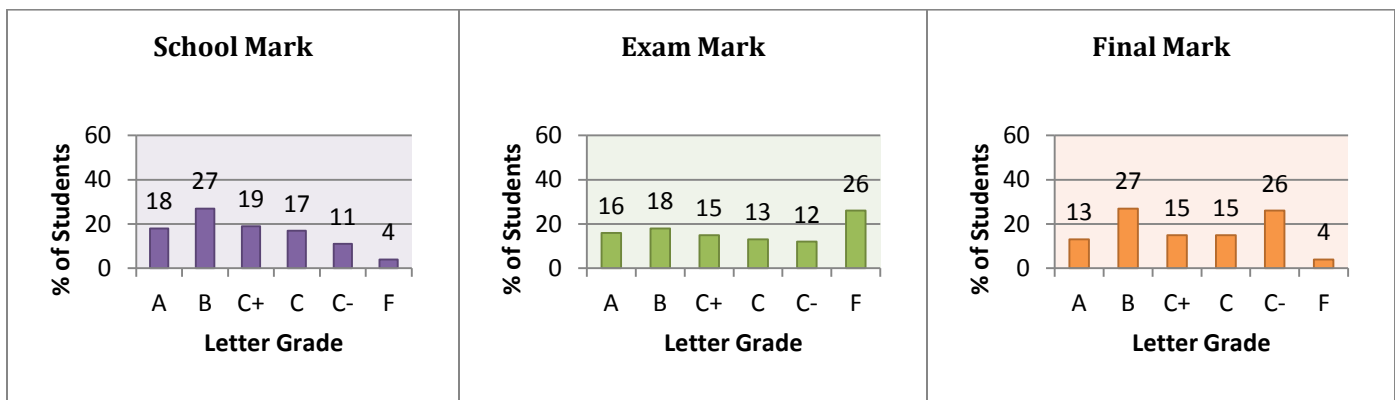
### Provincial Averages

School Mark– 70%

Exam Mark – 63%

Final Mark\* – 69%

\*Final marks are produced in each instance in which a student has both a valid school percentage and an exam percentage for any session in the selected period. 60% of the final mark is based on the school mark and 40% is based on the exam mark. School marks and final marks for those students who were re-writing are excluded



Differences often exist between school and exam marks. School assessment measures curricular performance over time, whereas exams evaluate those curricular areas best measured in a final testing situation. Some students perform better on exams, others in the classroom. Thus, some differences between school and exam marks may be expected.

### Written Response Section

Curriculum Organizer	Maximum Possible Score	Mean Score	Mean Percentage
Synthesis of text	18.0	10.4	57.8%
Response to texts	24.0	15.1	62.9%
Composition	24.0	14.8	61.7%

## 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
<b>Synthesis of Text</b>	<ul style="list-style-type: none"> <li>• Upper-level responses synthesized the two texts rather than discussing them separately</li> <li>• Strong responses explored the question in depth, providing multiple examples</li> <li>• Most responses met the length requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Some responses lacked short, well-integrated quotations to provide support</li> <li>• Some responses only referred to one text and therefore received a '0'</li> <li>• Weaker responses tended to demonstrate poor writing skills and made errors that impeded meaning</li> <li>• Some responses contained irrelevant discussion of setting, imagery, and metaphors rather than answering the question</li> </ul>
<b>Response to Texts</b>	<ul style="list-style-type: none"> <li>• Some upper-level responses were well-developed, insightful, and used specific details</li> <li>• Strong responses were well-structured, having a thesis, introduction, transitions, and effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Weaker responses referred only to one text; others did not refer to any of the texts</li> <li>• Overuse of plot summary rather than using the texts to address the topic</li> <li>• Weaker responses did not focus on answering the assigned question</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Engaging narratives</li> <li>• Effective use of essay structure in upper-level responses, including a clear beginning, middle, and end</li> <li>• Many responses drew connections from both personal and literary examples</li> </ul>	<ul style="list-style-type: none"> <li>• Weaker responses were underdeveloped in terms of structure, particularly the introductions and conclusions, and were often written as one long paragraph</li> <li>• Use of colloquial language, lack of focus, and lack of planning for organization characterized low-level papers</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.*