

English 12 First Peoples Report to Schools January 2010

The information in this report provides an overview of results from the January 2010 **English 12 First Peoples Provincial Exam**. The information is based on the 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 Text	<ul style="list-style-type: none"> Most students used the information in the story to successfully answer the question. Stronger responses effectively used quotations from both pieces to support their analysis. 	<ul style="list-style-type: none"> A number of responses mentioned only the story or only the title of the poem without any analysis. Weaker responses needed work on integrating quotations. Some responses provided plot summary rather than answering the question. Some responses displayed a misunderstanding of the poem.
Response to Texts	<ul style="list-style-type: none"> Many students effectively used a variety of texts to answer the question. Upper-level responses displayed good support for the question. Many students showed a clear understanding of the texts at an interpretive level. 	<ul style="list-style-type: none"> Some weaker responses relied on plot summary rather than analysis. A few weaker responses only made reference to one text. Some responses were overly general and lacked specific supporting examples from the text. Some responses lacked transitions between discussion of the texts.
Composition	<ul style="list-style-type: none"> Many students were able to effectively draw upon examples from their own lives. Some responses were powerful pieces of emotional writing. Most students provided appropriate and specific examples. 	<ul style="list-style-type: none"> Some responses were underdeveloped. A few weaker responses were vaguely about the topic without providing specifics. Writing mechanics, particularly sentence structure and spelling, were a problem in a number of responses.

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.