

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