

English First Peoples 12 Report to Schools June 2010

The information in this report provides an overview of results from the June 2010 **English First Peoples 12 Provincial Exam**. The information is based on the **157** students who wrote the June Provincial Exam.

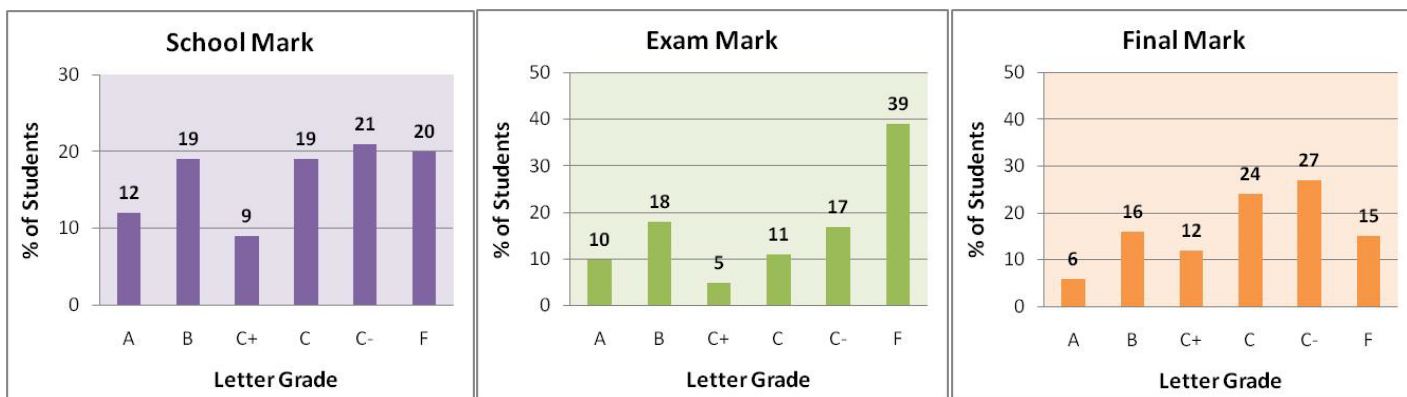
Provincial Averages

School Mark – 62%

Exam Mark – 57%

Final Mark* – 62%

*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	9.16	51%
Response to Text	24.0	11.77	49%
Composition	24.0	14.28	60%

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 used the information in the text to successfully answer the question. Upper level responses effectively used quotations from both pieces to support their analysis. Almost all responses addressed both texts. 	<ul style="list-style-type: none"> Some responses did not contain a clear thesis. Some responses contained references which were not well integrated.
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. Many responses showed a clear understanding of texts at an interpretive level. Responses indicated that students have studied and discussed the core texts. 	<ul style="list-style-type: none"> Weaker responses relied on plot summary rather than analysis. Weaker responses did not focus on the question. Some responses were overly general and lacked specific supporting examples from the texts. A lack of proofreading was noticeable in weaker responses.
Composition	<ul style="list-style-type: none"> Many students were able to effectively draw upon examples from their lives. Some personal essays were engaging moving narratives. Most responses contained well-developed paragraphs. Many responses contained good specific examples which enhanced the responses. Stronger responses used a variety of literary techniques including effective foreshadowing in their narratives. 	<ul style="list-style-type: none"> Some responses displayed limited vocabulary. Some weaker responses were too colloquial (e.g. “gonna”). A number of responses lacked transitions. A number of students need to work at integrating the topic into their responses, rather than beginning their responses with “I agree with the statement above.”

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.