The information in this report provides an overview of results from the June 2011 *English First Peoples 12 Provincial Exam*. The information is based on the 177 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.

<table>
<thead>
<tr>
<th>Curriculum Organizer</th>
<th>Areas of Strength</th>
<th>Areas of Weakness</th>
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</table>
| Synthesis of Texts   | • Upper level responses effectively used quotations from both pieces to support their analysis.  
                        • Upper level responses used evidence well and synthesized ideas from both texts.  
                        • Stronger responses answered the question; they were not merely a plot summary.  
                        • Some responses were well-developed and contained significant detail.  | • Many responses reflected a misunderstanding of the term “assess.”  
                        • A number of responses were too short.  
                        • A significant number of responses addressed only one text. These responses did not pass, as a response to only one text does not constitute synthesis.  
                        • Some responses were primarily plot summaries without any analysis. |
| Response to Texts    | • Stronger responses contained specific and detailed examples.  
                        • Stronger responses used appropriate and rich texts for their support.  
                        • Most responses addressed the question within the first paragraph.  
                        • There were fewer distracting writing errors than in previous exams.  | • Some responses only referred to one text. Other responses did not refer to a single specific text.  
                        • Weaker responses did not focus on the question. They tended to lack a concluding paragraph and some were plot summary rather than analysis.  
                        • Some responses were overly general and lacked specific supporting examples from the texts. |
| Composition          | • Some personal essays were engaging narratives.  
                        • Some responses successfully drew upon First Peoples themes and topics.  
                        • Many students used specific examples that enhanced their responses.  
                        • Upper level responses contained good essay structure with well-developed paragraphs.  | • Some responses displayed a limited vocabulary.  
                        • Some weaker responses were too colloquial, using words such as “gonna.”  
                        • A number of responses were lacking conclusions and struggled with correct essay structure.  
                        • A number of responses needed to work at integrating the topic into their response, rather than beginning 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.