

English First Peoples 12

Report to Schools June 2011

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.

Curriculum Organizer	Areas of Strength	Areas of Weakness
Synthesis of Texts	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.