

# 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"> <li>Upper level responses effectively used quotations from both pieces to support their analysis.</li> <li>Upper level responses used evidence well and synthesized ideas from both texts.</li> <li>Stronger responses answered the question; they were not merely a plot summary.</li> <li>Some responses were well-developed and contained significant detail.</li> </ul>	<ul style="list-style-type: none"> <li>Many responses reflected a misunderstanding of the term “assess.”</li> <li>A number of responses were too short.</li> <li>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.</li> <li>Some responses were primarily plot summaries without any analysis.</li> </ul>
Response to Texts	<ul style="list-style-type: none"> <li>Stronger responses contained specific and detailed examples.</li> <li>Stronger responses used appropriate and rich texts for their support.</li> <li>Most responses addressed the question within the first paragraph.</li> <li>There were fewer distracting writing errors than in previous exams.</li> </ul>	<ul style="list-style-type: none"> <li>Some responses only referred to one text. Other responses did not refer to a single specific text.</li> <li>Weaker responses did not focus on the question. They tended to lack a concluding paragraph and some were plot summary rather than analysis.</li> <li>Some responses were overly general and lacked specific supporting examples from the texts.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>Some personal essays were engaging narratives.</li> <li>Some responses successfully drew upon First Peoples themes and topics.</li> <li>Many students used specific examples that enhanced their responses.</li> <li>Upper level responses contained good essay structure with well-developed paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Some responses displayed a limited vocabulary.</li> <li>Some weaker responses were too colloquial, using words such as “gonna.”</li> <li>A number of responses were lacking conclusions and struggled with correct essay structure.</li> <li>A number of responses needed to work at integrating the topic into their response, rather than beginning with “I agree with the statement above.”</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.*