

# English 12 First Peoples

## Report to Schools January 2013



The information in this report provides an overview of results from the January 2013 **English First Peoples 12 Provincial Exam**. The information is based on the **68** 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>Upper level responses used examples well and synthesized ideas from both texts.</li> <li>Responses used inclusive language and appropriate tone.</li> </ul>	<ul style="list-style-type: none"> <li>Too many responses made exclusive reference to only one text, resulting in the score of "0".</li> <li>Many weak responses displayed poor writing skills, which at times, impeded meaning.</li> </ul>
Response to Texts	<ul style="list-style-type: none"> <li>Stronger responses contained specific and detailed examples.</li> <li>Many strong responses showed a clear understanding of question and chose appropriate texts.</li> <li>Most responses addressed the question and provided multi-paragraph responses.</li> </ul>	<ul style="list-style-type: none"> <li>Weaker responses were often underdeveloped and only referred to one text.</li> <li>Weaker responses tended to end abruptly and lacked a concluding paragraph.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>Students often understood the topic and responded with engaging narratives, which included pertinent supporting examples.</li> <li>Some stronger responses made a powerful connection between the topic, the student's personal life, and the English 12 First Peoples course.</li> </ul>	<ul style="list-style-type: none"> <li>Weaker responses often used overly colloquial language.</li> <li>Weaker responses displayed a limited vocabulary.</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.*