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.

<table>
<thead>
<tr>
<th>Curriculum Organizer</th>
<th>Areas of Strength</th>
<th>Areas of Weakness</th>
</tr>
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</table>
| Synthesis of Text    | • Upper level responses used examples well and synthesized ideas from both texts.  
                      • Responses used inclusive language and appropriate tone. | • Too many responses made exclusive reference to only one text, resulting in the score of “0”.  
                      • Many weak responses displayed poor writing skills, which at times, impeded meaning. |
| Response to Texts    | • Stronger responses contained specific and detailed examples.  
                      • Many strong responses showed a clear understanding of question and chose appropriate texts.  
                      • Most responses addressed the question and provided multi-paragraph responses. | • Weaker responses were often underdeveloped and only referred to one text.  
                      • Weaker responses tended to end abruptly and lacked a concluding paragraph. |
| Composition          | • Students often understood the topic and responded with engaging narratives, which included pertinent supporting examples.  
                      • Some stronger responses made a powerful connection between the topic, the student’s personal life, and the English 12 First People’s course. | • Weaker responses often used overly colloquial language.  
                      • Weaker responses displayed a limited vocabulary. |

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.