

English 12 First Peoples

Report to Schools June 2013

The information in this report provides an overview of results from the June 2013 **English First Peoples 12 Provincial Exam**. The information is based on the **166** students who wrote 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"> Most students addressed the question and provided support from the texts. Upper-level responses synthesized the two texts rather than discussing each text separately. Most students understood that both texts must be discussed. 	<ul style="list-style-type: none"> Weaker responses often provided personal narratives rather than synthesizing the texts. Weaker responses displayed poor writing skills, which at times, impeded meaning.
Response to Texts	<ul style="list-style-type: none"> Stronger responses were often developed, insightful and well detailed. Strong responses used proper essay structure, including a thesis, introduction, transitions, and effective conclusions. Stronger responses included more than two texts. 	<ul style="list-style-type: none"> Some responses only referred to one text. Many weak responses, more than usual, referred to no text and treated the question as a personal response. Overuse of plot summary rather than using the texts to address the topic. Weaker responses did not focus on the task assigned.
Composition	<ul style="list-style-type: none"> Strong responses provided engaging narratives. Upper-level responses used effective essay structure. A number of students drew connections between the topic, the assigned texts, and their personal experiences. 	<ul style="list-style-type: none"> Weaker responses tended to be underdeveloped, lacked essay structure, and were often written as one long paragraph. Lower-level responses often used colloquial language and 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.