

English 12 First Peoples

Report to Schools January 2014



The information in this report provides an overview of results from the January 2014 **English First Peoples 12 Provincial Exam**. The information is based on the **157** 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"> Strong responses used examples well and synthesized ideas from both texts. Students generally addressed the question within the first sentence; a number of stronger responses used a hook, and then focused their response on the question. 	<ul style="list-style-type: none"> Too many responses made exclusive reference to only one text resulting in the score of “0.” Reference to only one text does not constitute synthesis. Weaker responses did not provide adequate support from the texts, making only fleeting reference to them. Some responses did not include sufficient, appropriate, and well-integrated quotations. Many weak responses displayed poor writing skills which, at times, impeded meaning.
Response to Texts	<ul style="list-style-type: none"> Strong responses contained specific and detailed examples. Many strong responses showed a clear understanding of the question and chose appropriate texts. Many responses contained well-organized essay structures with a suitable introduction, body, and conclusion. 	<ul style="list-style-type: none"> Weaker responses were often underdeveloped. Some responses only referred to one text, while others did not refer to any of the specified texts. Weaker responses showed limited background knowledge of the examinable texts. Some weaker responses used a very casual tone.

Composition

- Many strong responses used specific examples to relate to the topic.
- Stronger responses made powerful connections between the topic, the student's personal life, and the English 12 First People's course.
- Some students used their background knowledge to successfully support their opinions.
- Weaker responses lacked proper essay structure.
- Some weaker responses did not use appropriate paragraph format, and often did not include a concluding paragraph.
- Weak responses often relied on colloquial language.
- Weak 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.