

English First Peoples 12

Report to Schools June 2014

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"> Most students addressed the question and provided support. Upper-level responses synthesized the two texts rather than discussing each text separately. Students responded appropriately to the texts with few personal responses. 	<ul style="list-style-type: none"> Weak responses lacked short and well-integrated quotations. Weaker responses tended to display poor writing skills; these errors, at times, impeded the meaning. Some students had difficulty responding to the text, which resulted in significant misreads.
Response to Texts	<ul style="list-style-type: none"> Most students found the question accessible and chose texts that allowed for a good discussion of the topic. Strong responses were well developed, insightful and made good use of specific detail. Upper-level responses used proper essay structure in providing a thesis, introduction, transitions, and effective conclusions. Strong responses included more than two texts. 	<ul style="list-style-type: none"> Many weak responses referred to only one text. Some lower-level responses did not refer to a text and treated the question as a personal response. Some students overused plot summary rather than using the texts to address the topic. Weaker papers did not focus on the topic assigned.
Composition	<ul style="list-style-type: none"> Most students found the topic accessible with some responses providing engaging narratives. Upper-level responses used effective essay structure. Some students were able to draw connections between the topic, the assigned texts, and their personal lives. 	<ul style="list-style-type: none"> Some weaker responses were significantly under-developed. Weak responses tended to lack proper essay structure and were often written as one long paragraph. Lower-level 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.