

English First Peoples 12

Report to Schools January 2015

The information in this report provides an overview of results from the January 2015 **English First Peoples 12 Provincial Exam**. The information is based on the **152** 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"> • Most students addressed the question and provided support, frequently quotes, to support their ideas. • Upper level responses synthesized the two texts rather than discussing each text separately. • Students responded appropriately to the texts; there were fewer personal responses. 	<ul style="list-style-type: none"> • More short well-integrated quotations were needed from some responses. • Some responses discussed only one text. • Some responses tended to display poor writing skills; the errors, at times, impeded meaning. • Some students had difficulty with the prose piece responding with significant misreads. • Some responses displayed an overly conversational tone.
Response to Texts	<ul style="list-style-type: none"> • Students generally chose texts that allowed for a good discussion of the task. • Some upper level responses provided well developed, insightful responses with good use of specific detail. • Some responses had good structure using thesis, introduction, transitions, and effective conclusions. • Some responses started with a general statement about the topic and then connected the texts to the topic. 	<ul style="list-style-type: none"> • Many responses lacked transitions. • Many responses discussed one story, then another story without making any connection between the stories. • Overuse of plot summary rather than using the texts to address the topic. • Some responses tended to make “absolute statements”, without allowing for any exceptions.
Composition	<ul style="list-style-type: none"> • Some students responded with emotionally charged, yet controlled responses. • Essay structure was effective in upper level responses. • Some responses chose a focused and mature approach to the topic. • Some responses made effective use of metaphors and similes. 	<ul style="list-style-type: none"> • Some responses were significantly under-developed. • Lack of essay structure and vocabulary was limited. • Some responses chose a less mature and superficial approach to the topic. • Some responses displayed poor sentence structure, spelling and capitalization problems.

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.