

English First Peoples 12

Report to Schools June 2015

The information in this report provides an overview of results from the June 2015 **English First Peoples 12 Provincial Exam**. The information is based on the **162** students who wrote the June Provincial Exam.

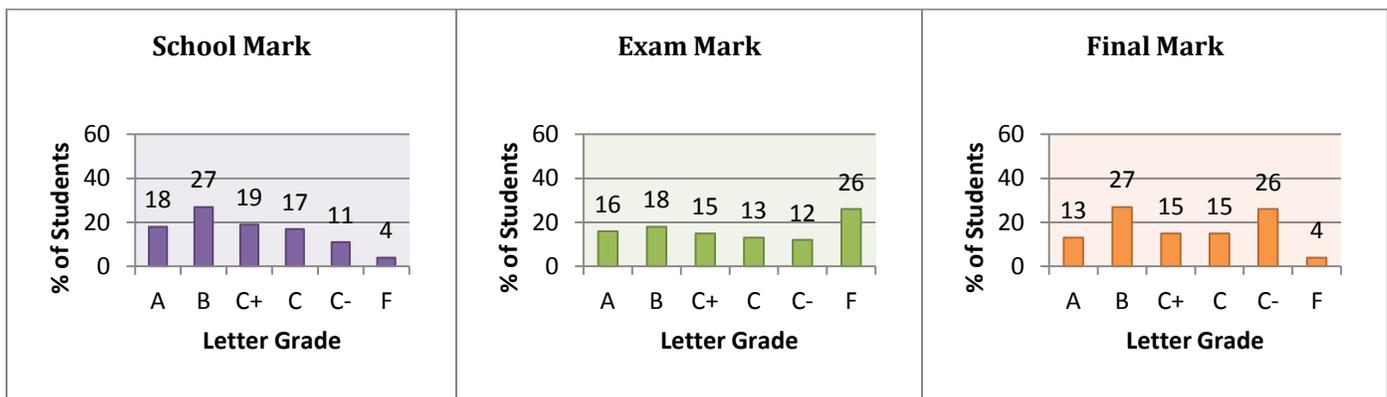
Provincial Averages

School Mark– 70%

Exam Mark – 63%

Final Mark* – 69%

*Final marks are produced in each instance in which a student has both a valid school percentage and an exam percentage for any session in the selected period. 60% of the final mark is based on the school mark and 40% is based on the exam mark. School marks and final marks for those students who were re-writing are excluded



Differences often exist between school and exam marks. School assessment measures curricular performance over time, whereas exams evaluate those curricular areas best measured in a final testing situation. Some students perform better on exams, others in the classroom. Thus, some differences between school and exam marks may be expected.

Written Response Section

Curriculum Organizer	Maximum Possible Score	Mean Score	Mean Percentage
Synthesis of text	18.0	10.4	57.8%
Response to texts	24.0	15.1	62.9%
Composition	24.0	14.8	61.7%

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"> • Upper-level responses synthesized the two texts rather than discussing them separately • Strong responses explored the question in depth, providing multiple examples • Most responses met the length requirement 	<ul style="list-style-type: none"> • Some responses lacked short, well-integrated quotations to provide support • Some responses only referred to one text and therefore received a '0' • Weaker responses tended to demonstrate poor writing skills and made errors that impeded meaning • Some responses contained irrelevant discussion of setting, imagery, and metaphors rather than answering the question
Response to Texts	<ul style="list-style-type: none"> • Some upper-level responses were well-developed, insightful, and used specific details • Strong responses were well-structured, having a thesis, introduction, transitions, and effective transitions 	<ul style="list-style-type: none"> • Weaker responses referred only to one text; others did not refer to any of the texts • Overuse of plot summary rather than using the texts to address the topic • Weaker responses did not focus on answering the assigned question
Composition	<ul style="list-style-type: none"> • Engaging narratives • Effective use of essay structure in upper-level responses, including a clear beginning, middle, and end • Many responses drew connections from both personal and literary examples 	<ul style="list-style-type: none"> • Weaker responses were underdeveloped in terms of structure, particularly the introductions and conclusions, and were often written as one long paragraph • Use of colloquial language, lack of focus, and lack of planning for organization characterized low-level papers

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.