

English First Peoples 12

Report to Schools June 2016

The information in this report provides an overview of results from the June 2016 **English First Peoples 12 Provincial Exam**. The information is based on the **201** students who wrote the 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 Text	<ul style="list-style-type: none"> Upper-level responses synthesized the two texts rather than discussing them separately. Many stronger responses effectively compared and contrasted concepts. Upper level responses effectively integrated quotations from the pieces. 	<ul style="list-style-type: none"> Misreads of the story. Some responses did not address the task or were off topic. Weaker responses tended to demonstrate poor writing skills and made errors that impeded meaning.
Response to Texts	<ul style="list-style-type: none"> The question was accessible, students were able to draw examples from almost any text they studied. Some upper-level responses were well-developed, insightful, and used specific details. Strong responses were well-structured with a thesis, introduction, transitions, and effective conclusion. Some strong responses included more than two texts. 	<ul style="list-style-type: none"> Some weaker responses referred only to one text. A lack of sentence structure and punctuation. Overuse of plot summary rather than using the texts to address the topic. Some weaker responses displayed a complete misunderstanding of the task and did not address any text thereby receiving a "0".
Composition	<ul style="list-style-type: none"> Students found the topic accessible and responded with engaging narratives. Effective use of essay structure in upper-level responses. Many responses drew connections from both personal and literary examples. Responses were on topic. 	<ul style="list-style-type: none"> Weaker responses were under-developed in terms of structure, particularly in the introductions and conclusions, and were often written as one long paragraph. Use of colloquial language, lack of focus, and lack of planning and 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.