

# Communications 12

## Report to Schools June 2012

The information in this report provides an overview of results from the June 2012 **Communications 12 Provincial Exam**. The information is based on the **5,413** students who wrote the June Provincial Exam.

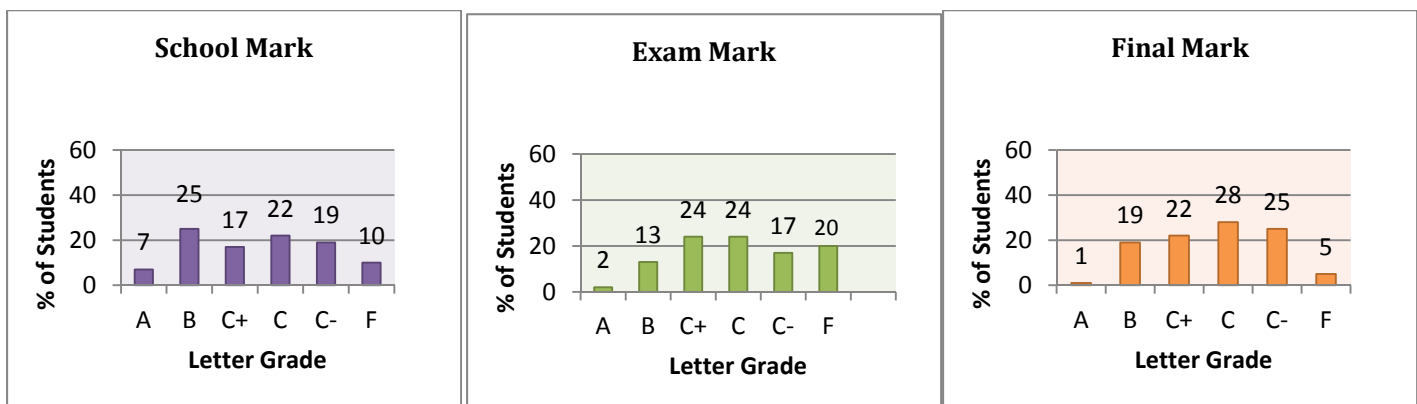
### Provincial Averages

School Mark – 65%

Exam Mark – 61%

Final Mark\* – 64%

\*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
Informational Text	12.0	6.28	52%
Visual Design	12.0	7.48	62%
Business Letter	9.0	5.09	57%
Composition	24.0	14.00	58%

## 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
<b>Informational Text</b>	<ul style="list-style-type: none"> <li>Students found the article accessible.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the lower level responses were personal reflections rather than a reading comprehension task that required reference to the text.</li> <li>Many students continue to “lift” material from the article without adding any other information.</li> </ul>
<b>Visual Design</b>	<ul style="list-style-type: none"> <li>The question was accessible, as well as on the Communication e-exam, for students.</li> </ul>	<ul style="list-style-type: none"> <li>Many students provided few visuals and the responses tended to be very “text heavy.”</li> <li>Many students confused this task with the task in the Letter; some students confused the two “dates” provided in the scenario.</li> </ul>
<b>Business Letter</b>	<ul style="list-style-type: none"> <li>Many students were using proper business format and multi-paragraphing their responses.</li> <li>Students seemed to be providing better closings in their letters and requesting further contact.</li> </ul>	<ul style="list-style-type: none"> <li>High number of “zero” responses as a result of students misunderstanding the task.</li> <li>Many students wrote personal responses or reflections instead of addressing the task.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>Both prompts were accessible for students.</li> </ul>	<ul style="list-style-type: none"> <li>Students who wrote about families were not specific in their stories and opted for vague generalizations.</li> <li>Some students answered both prompts.</li> <li>Many compositions were too brief.</li> </ul>

*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.*