

# Communications 12

## Report to Schools June 2014

The information in this report provides an overview of results from the June 2014 **Communications 12 Provincial Exam**. The information is based on the **4,685** students who wrote the June Provincial Exam.

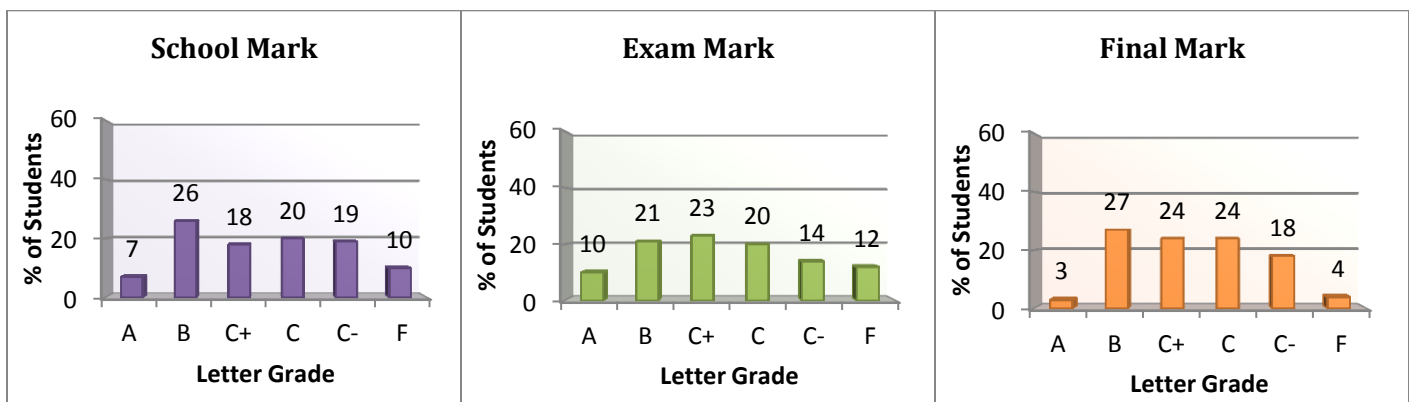
### Provincial Averages

**School Mark – 65%**

**Exam Mark – 66%**

**Final Mark\* – 67%**

\*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	6.53	54%
Visual Design	12.0	7.41	62%
Business Letter	9.0	5.39	60%
Composition	24.0	13.22	55%

### 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>• Many students were able to support their responses using examples from the article.</li> <li>• Strong responses used well-integrated quotations.</li> <li>• Upper-level responses demonstrated proper organization and effective development of the topic.</li> <li>• Strong responses provided a clear topic sentence which brought focus to the paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Weak responses relied heavily on personal opinion and neglected to focus on the task.</li> <li>• Weaker responses tended to simply summarize the passage without addressing the topic.</li> </ul>
<b>Visual Design</b>	<ul style="list-style-type: none"> <li>• Strong responses provided a creative title which focused the visual design product.</li> <li>• Most students were able to use a variety of graphics in their response.</li> <li>• Upper-level responses demonstrated a strong grasp of proper layout and visual design.</li> <li>• Stronger responses often displayed a good balance between text, visuals and graphics.</li> <li>• Strong responses made effective use of italics and bold text.</li> </ul>	<ul style="list-style-type: none"> <li>• Weaker responses were often compromised by heavy use of text in the design.</li> <li>• Some students misread the task and purpose for the design, or did not adequately describe the visuals used.</li> <li>• Weak responses did not include the key elements and information necessary (e.g. who, what, where and when).</li> <li>• Lower-level responses displayed poor layout and organization of the design.</li> </ul>
<b>Business Letter</b>	<ul style="list-style-type: none"> <li>• Upper-level responses used proper business letter format.</li> <li>• Strong responses demonstrated creative use of providing relevant job skills and experience in relation to the job being applied for.</li> <li>• Upper-level responses provided a strong closing statement and a specific request for a future contact or course of action.</li> <li>• Most students used an appropriate tone suitable for a business letter.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students misread the task and purpose of the business letter.</li> <li>• Some students confused the visual design task with the business letter task.</li> <li>• Weak responses displayed vague content and informal language use.</li> <li>• Weaker responses displayed inadequate business letter format (e.g. missing date, sender address, ect.), or contained the letter in a single paragraph.</li> </ul>

## Composition

- Most students were able to relate to either topics and contribute strong personal connections.
- Upper-level responses were effective in using figurative language and strong vocabulary.
- Weak responses displayed poor essay structure which impacted the use of closure or purpose.
- Weaker responses were underdeveloped and showed frequent errors in syntax, basic mechanics and diction.
- Lower-level responses tended to be simplistic, unoriginal, and at times repetitive.

*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.*