

# Communications 12

## Report to Schools January 2017

The information in this report provides an overview of results from the January 2017 **Communications 12 Provincial Exam**. The information is based on the **2325** students who wrote the January 2017 Provincial Exam.

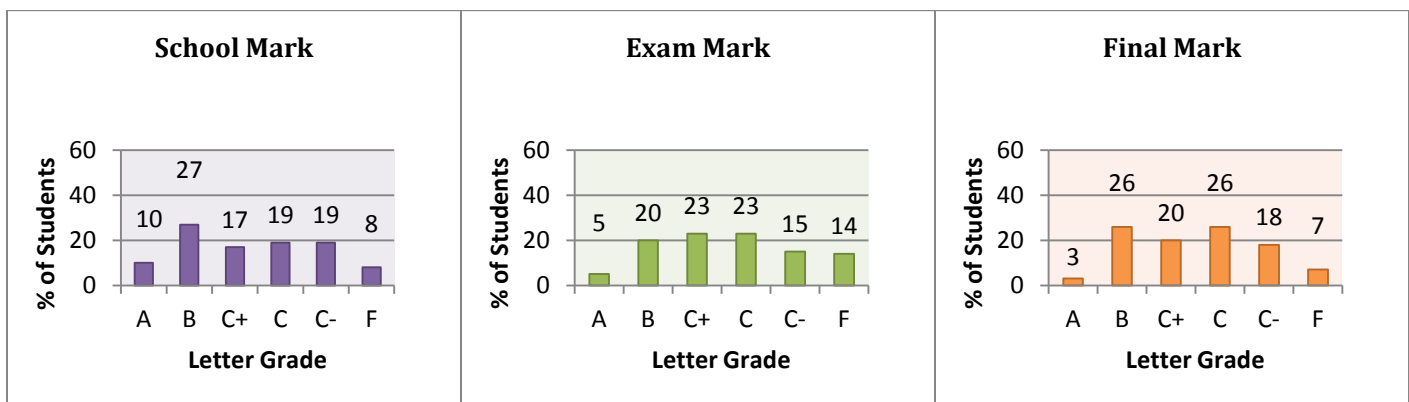
### Provincial Averages

School Mark – 66%

Exam Mark – 64%

Final Mark\* – 66%

\*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	5.99	50%
Visual Design	12.0	6.37	53%
Business Letter	9.0	4.58	51%
Composition	24.0	12.70	53%

## 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>• Topic sentences were strong and focused on the exam question.</li> <li>• Effective integration of quotations to support ideas.</li> <li>• Well-structured paragraphs.</li> <li>• Strong personal connections to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued issues with the use of Standard English.</li> <li>• Weaker papers tended to lapse into merely a summation of text, listing advice or clichéd responses.</li> <li>• Tendency to plagiarize and recopy significant portions of the text.</li> </ul>
<b>Visual Design</b>	<ul style="list-style-type: none"> <li>• Overall responses were appropriate and met the purpose of the task.</li> <li>• Stronger papers displayed effective layout, organization and manipulation of language to complete the task.</li> <li>• Effective titles and sub-headings and emphasis; referenced the sub-topics in the scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• Did not include visuals.</li> <li>• Missed key details (5 W's).</li> <li>• Very "text heavy" and included details copied and pasted directly from the text.</li> </ul>
<b>Business Letter</b>	<ul style="list-style-type: none"> <li>• Appropriate tone used.</li> <li>• Stronger papers offered responses in a clear format, had more than one paragraph, and included key details and a specific course of action.</li> </ul>	<ul style="list-style-type: none"> <li>• Poorly formatted.</li> <li>• Too short and failed to provide a closing with contact information and a request for action.</li> <li>• Many students relied on colloquial phrasing and conventions of language were weak.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Upper level papers attempted to use descriptive vocabulary and dialogue.</li> <li>• Upper level papers had well developed paragraphs with smooth transitions.</li> <li>• Many engaging narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• Deficient in conventions.</li> <li>• Offered simplistic and formulaic responses.</li> <li>• Failed to adhere to the conventions of writing an essay – multi-paragraph, appropriate length, correct use of Standard English.</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.*