

Communications 12 Report to Schools January 2010

The information in this report provides an overview of results from the January 2010 **Communications 12 Provincial Exam**. The information is based on the **2,225** students who wrote the January Provincial Exam.

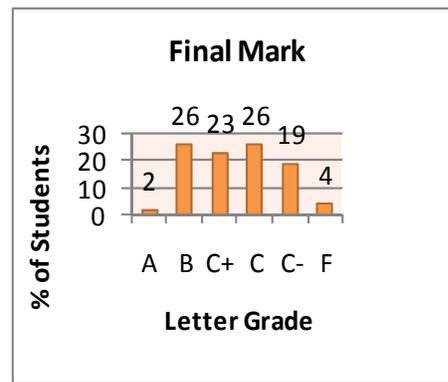
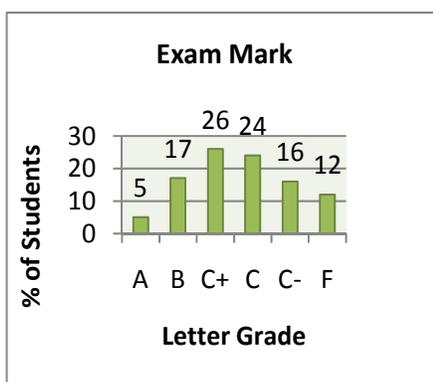
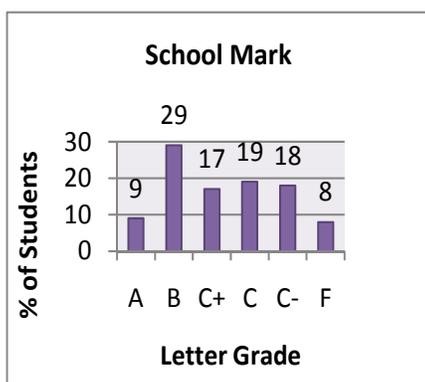
Provincial Averages

School Mark– 67%

Exam Mark – 64%

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	7.55	63%
Visual Design	12.0	7.31	61%
Business Letter	9.0	5.80	64%
Composition*	24.0	15.16	63%
Composition*	24.0	15.57	65%

*Students were asked to respond to one of the two Composition questions.

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
Informational Text	<ul style="list-style-type: none"> • Upper level responses were insightful and well-organized. • Many responses were nicely organized with use of adequate transitions and relevant examples. 	<ul style="list-style-type: none"> • Some students “editorialized” their responses and shared too much personal experience. • Some students tended to go into generalizations without responding directly to the question.
Visual Design	<ul style="list-style-type: none"> • Upper level responses demonstrated a clear understanding of the task and the important elements of a visual design, including a strong sense of creativity and using slogans. • Stronger responses used effective and creative titles/graphics. 	<ul style="list-style-type: none"> • Weaker responses revealed a misreading of the task. • Some students failed to provide a variety of visuals and responses became “text heavy”.
Business Letter	<ul style="list-style-type: none"> • Many students wrote competent business letters that used correct business letter format. • General quality of letters continues to improve. 	<ul style="list-style-type: none"> • Some students were still writing single paragraph business letters. • Weaker responses tended to use a more colloquial tone rather than a formal, business-like tone. • Some weaker responses did not provide a clear concluding statement/course of action.
Composition	<ul style="list-style-type: none"> • Stronger responses were engaging and well-written. • Stronger responses had a clear purpose and theme/thesis and were organized and developed accordingly. • Many students used strong vocabulary. 	<ul style="list-style-type: none"> • There were fewer engaging narrative responses. • Weaker responses were often simplistic, unoriginal, unimaginative, and repetitive. • Weaker responses had a very informal tone and contained frequent and basic errors in syntax, mechanics and diction. • Many responses were short and under-developed.

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.