

# Communications 12 Report to Schools June 2010

The information in this report provides an overview of results from the June 2010 **Communications 12 Provincial Exam**. The information is based on the **4,563** students who wrote the June Provincial Exam.

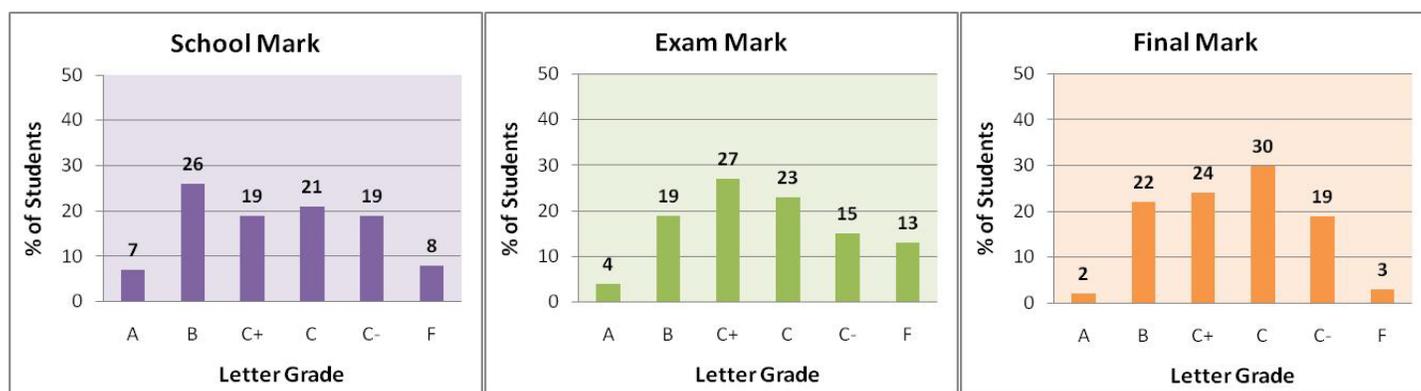
## Provincial Averages

School Mark – 65%

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	6.54	55%
Business Letter	12.0	6.67	56%
Visual Design	9.0	5.24	58%
Composition*	24.0	13.97	58%

\*Students were asked to respond to one of two possible 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
<b>Informational Text</b>	<ul style="list-style-type: none"> <li>• Stronger responses used a good topic sentence.</li> <li>• Students were able to use good quotations for support.</li> <li>• Students generally stayed on topic.</li> <li>• Good use of transitions between paragraphs.</li> <li>• Students brought in prior knowledge which added to their responses (e.g. personal connections to the environment and conservation).</li> </ul>	<ul style="list-style-type: none"> <li>• Many students overused quotations – directly copying from the text.</li> <li>• Weaker responses were simply a summary of the passage and did not address the topic.</li> <li>• There was poor integration of quotations.</li> <li>• Weaker responses lacked logical inference and had weak topic sentences.</li> <li>• There were many errors in sentence structure (e.g. fragments, run-ons, comma splices, idiomatic errors, punctuation and spelling).</li> <li>• Lower level responses were often very short and therefore underdeveloped.</li> <li>• Mid-ranged responses often listed the information without any inference.</li> </ul>
<b>Visual Design</b>	<ul style="list-style-type: none"> <li>• Students produced original titles for their products.</li> <li>• Students clearly understood the task.</li> <li>• Stronger visual designs demonstrated effective organization.</li> <li>• Many students made good use of the page – product had good balance.</li> <li>• Many students made good use of parallel structure and emphasis.</li> <li>• Many students utilized the “5 W’s strategy” in order to ensure all important details were included.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students wrote information in full sentences, creating text heavy visual products.</li> <li>• Many responses were missing visuals.</li> <li>• Many lower level responses missed key information.</li> <li>• Students were not descriptive with their visuals (e.g. a student drew a box and wrote the word “park” but not “teens running in the park”).</li> <li>• There were many problems with spelling.</li> <li>• Some students added irrelevant or useless information.</li> <li>• Some students did not use entire page for visual design.</li> </ul>
<b>Business Letter</b>	<ul style="list-style-type: none"> <li>• Majority of students understood the letter format.</li> <li>• Many students were able to transfer information from prompt to the body of their letter.</li> <li>• Most letters had appropriate tone.</li> <li>• Many students used the information from the Visual Design section to enhance their letter response.</li> <li>• Stronger responses were multi-paragraphed.</li> </ul>	<ul style="list-style-type: none"> <li>• Many letters had weak introductions – students immediately addressed the task.</li> <li>• Many letters were missing the date, course of action, and/or the closing.</li> <li>• There were several one paragraph responses and many letters lacked signatures.</li> <li>• Some confusion about the task was apparent.</li> <li>• Many students copied the information</li> </ul>

	<ul style="list-style-type: none"> <li>• Higher level responses had strong closings and engaging discussions of their skills and aptitude for the position.</li> <li>• There was appropriate diction.</li> </ul>	<p>directly from the exam question.</p> <ul style="list-style-type: none"> <li>• Many errors in sentence structure (e.g. fragments, run-ons, comma splices, usage, spelling, punctuation) and very colloquial responses.</li> </ul>
<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• Most students attempted an essay structure.</li> <li>• Many good narratives and creative responses.</li> <li>• Upper level responses used complex sentences and could incorporate dialogue effectively.</li> <li>• Weaker responses also attempted dialogue and narrative structure.</li> <li>• Overall, students had strong paragraph development.</li> <li>• Students were aware of audience – tone and language was generally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students had single paragraph responses.</li> <li>• Weaker responses had an appropriate introduction, but the rest of the response was off topic.</li> <li>• Lower level responses tended to list ideas, which were not appropriately developed.</li> <li>• Very little use of figurative language and many clichés were used.</li> <li>• Many students struggled with poor mechanics, spelling and 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.*