

Communications 12 Report to Schools January 2011

The information in this report provides an overview of results from the January 2011 **Communications 12 Provincial Exam**. The information is based on the **2,118** students who wrote the January Provincial Exam.

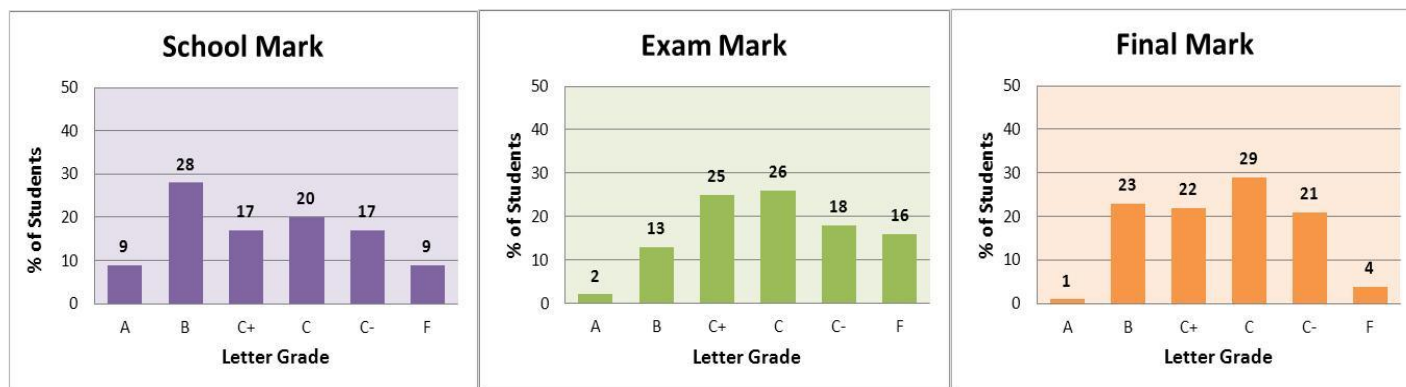
Provincial Averages

School Mark – 66%

Exam Mark – 62%

Final Mark* – 65%

*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	7.22	61%
Visual Design	12.0	6.93	58%
Business Letter	9.0	5.16	57%
Composition*	24.0	14.50	60%

*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
Informational Text	<ul style="list-style-type: none"> Higher level students used good supporting quotations from the article. Higher level responses were insightful and well-organized. 	<ul style="list-style-type: none"> Lower level responses often contained lengthy copied passages from the article with little or no original content. Some students wrote personal responses to the passage without making specific reference to the article.
Visual Design	<ul style="list-style-type: none"> Many students used smaller details from the scenario. Upper level responses effectively used emphasis and text boxes with a good description outlining an image or graphic. Upper level responses used effective and creative titles. 	<ul style="list-style-type: none"> Visuals did not have much variety and many responses were “text heavy” – some text resembled paragraphs. Students had problems with parallel structure and use of headings (e.g. some students did not use the whole page).
Business Letter	<ul style="list-style-type: none"> Many letters had proper business letter format. 	<ul style="list-style-type: none"> Many responses suffered because of missing one or more required elements. Lower level responses were brief and did not address the topic. Some students were writing single paragraph business letters. Lower level responses did not show an awareness of an audience (e.g. colloquial language). Some students addressed the letter incorrectly. Some students copied information directly from the task.
Composition	<ul style="list-style-type: none"> Most responses had good use of specific detail. Students who attempted dialogue used it effectively. Upper level responses had a clear purpose and theme. Upper level responses had good vocabulary and diction. Students who wrote from personal experience often had engaging responses. 	<ul style="list-style-type: none"> Colloquial language was used often. Many responses were very short and underdeveloped. Lower level responses were typically simplistic, unoriginal and vague. Some students used random examples that did not relate to their topic. Some students struggled with paragraphing (e.g. single paragraph responses or one sentence paragraphs). Lower level responses contained frequent errors in syntax, mechanics and diction.

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.