

Communications 12 Report to Schools June 2011

The information in this report provides an overview of results from the June 2011 **Communications 12 Provincial Exam**. The information is based on the **4,250** students who wrote the June Provincial Exam.

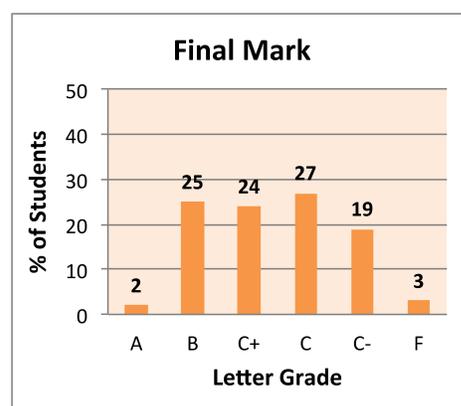
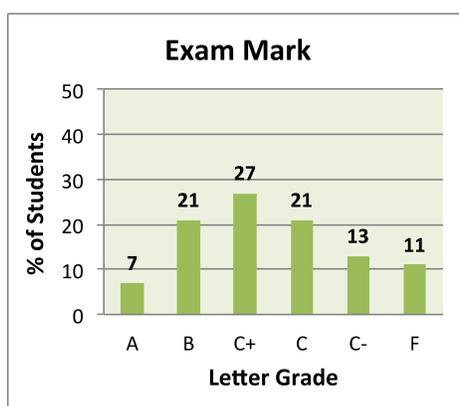
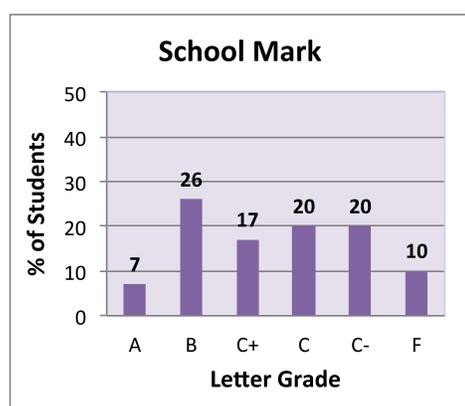
Provincial Averages

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	6.68	56%
Visual Design	12.0	7.12	59%
Business Letter	9.0	5.25	58%
Composition*	24.0	13.91	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
<p style="text-align: center;">Informational Text</p>	<ul style="list-style-type: none"> • Stronger students were able to make connections to their own life and experiences. • Many students utilized the information in Figure 1 and were able to draw on and reference information throughout the text. • This accessible topic allowed for a variety of personal, opinion based, and factual responses. 	<ul style="list-style-type: none"> • Many students who did poorly plagiarized the passage without offering any personal commentary, or offered only personal opinion and failed to provide any support from the article. • Many students failed to integrate quotations, or use quotation marks at all. • Many students who did meet the purpose of the task did not receive a high mark because they only referred to one portion of the supporting evidence. • Many responses were off-topic. • There were a substantial number of responses that did not illustrate the English skills required to succeed.
<p style="text-align: center;">Visual Design</p>		<ul style="list-style-type: none"> • Students failed to provide a variety of visuals. • Responses tended to rely heavily upon text. • In many cases, students would provide a box but fail to offer a description of the visual. If visuals or graphics were provided, they were not limited to the task or seemed illogical. • Overall, there was a lack of balance in the visual designs and a lack of titles. • Students who performed poorly on this portion of the exam did not seem to understand the task.
<p style="text-align: center;">Business Letter</p>	<ul style="list-style-type: none"> • A majority of students were able to use a correct letter format, provide qualification skills for the position, and state a clear purpose. 	<ul style="list-style-type: none"> • Weaker students tended to use an inappropriate tone (i.e., too conversational). They wrote friendly letters or an email response as opposed to a formal business letter. • Weaker students misread the meaning of the task and thought they needed to apply for a job. • Weaker responses tended to be one paragraph and failed to offer contact information or propose a course of action.

Composition

- The accessible topics allowed most students to write a pertinent response.
- Students referenced good examples to support their ideas.
- Students made an attempt to write a multi-paragraph essay.
- There seemed to be an increased number of underdeveloped responses. Many competent writers wrote only a paragraph, and therefore the responses were deficient in length and proved to be underdeveloped.

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.