

# 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.

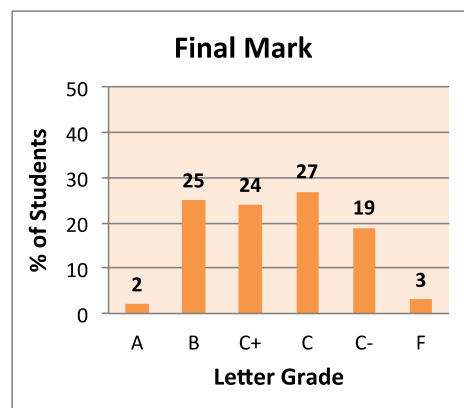
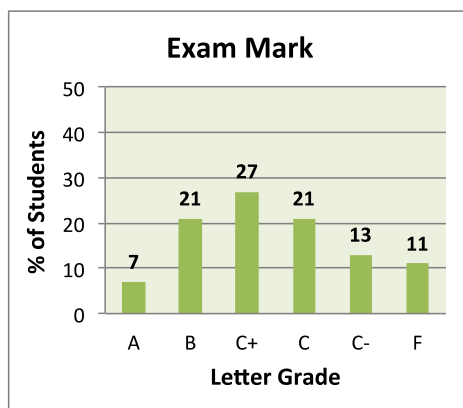
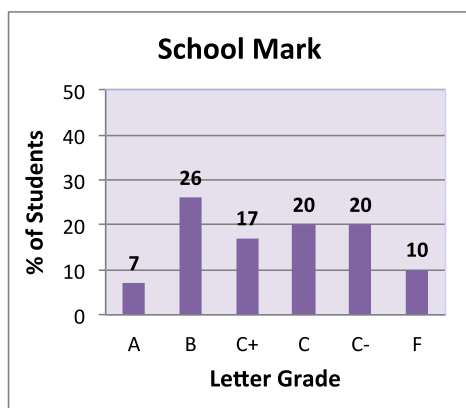
## Provincial Averages

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;"><b>Informational Text</b></p>	<ul style="list-style-type: none"> <li>• Stronger students were able to make connections to their own life and experiences.</li> <li>• Many students utilized the information in Figure 1 and were able to draw on and reference information throughout the text.</li> <li>• This accessible topic allowed for a variety of personal, opinion based, and factual responses.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Many students failed to integrate quotations, or use quotation marks at all.</li> <li>• 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.</li> <li>• Many responses were off-topic.</li> <li>• There were a substantial number of responses that did not illustrate the English skills required to succeed.</li> </ul>
<p style="text-align: center;"><b>Visual Design</b></p>		<ul style="list-style-type: none"> <li>• Students failed to provide a variety of visuals.</li> <li>• Responses tended to rely heavily upon text.</li> <li>• 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.</li> <li>• Overall, there was a lack of balance in the visual designs and a lack of titles.</li> <li>• Students who performed poorly on this portion of the exam did not seem to understand the task.</li> </ul>
<p style="text-align: center;"><b>Business Letter</b></p>	<ul style="list-style-type: none"> <li>• A majority of students were able to use a correct letter format, provide qualification skills for the position, and state a clear purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Weaker students misread the meaning of the task and thought they needed to apply for a job.</li> <li>• Weaker responses tended to be one paragraph and failed to offer contact information or propose a course of action.</li> </ul>

## 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.*