

Communications 12

Report to Schools June 2012

The information in this report provides an overview of results from the June 2012 **Communications 12 Provincial Exam**. The information is based on the **5,413** students who wrote the June Provincial Exam.

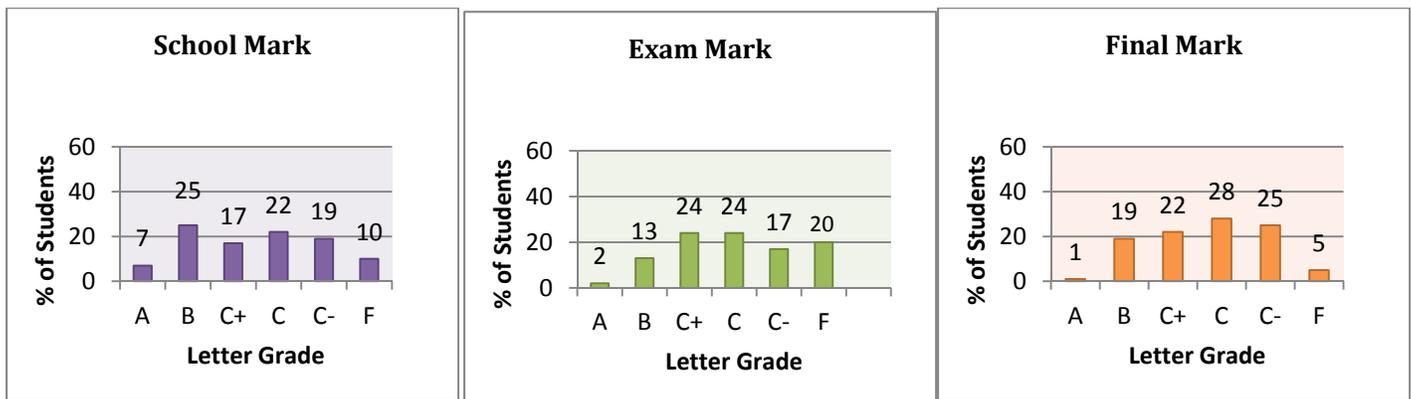
Provincial Averages

School Mark – 65%

Exam Mark – 61%

Final Mark* – 64%

*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	6.28	52%
Visual Design	12.0	7.48	62%
Business Letter	9.0	5.09	57%
Composition	24.0	14.00	58%

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"> Students found the article accessible. 	<ul style="list-style-type: none"> Some of the lower level responses were personal reflections rather than a reading comprehension task that required reference to the text. Many students continue to “lift” material from the article without adding any other information.
Visual Design	<ul style="list-style-type: none"> The question was accessible, as well as on the Communication e-exam, for students. 	<ul style="list-style-type: none"> Many students provided few visuals and the responses tended to be very “text heavy.” Many students confused this task with the task in the Letter; some students confused the two “dates” provided in the scenario.
Business Letter	<ul style="list-style-type: none"> Many students were using proper business format and multi-paragraphing their responses. Students seemed to be providing better closings in their letters and requesting further contact. 	<ul style="list-style-type: none"> High number of “zero” responses as a result of students misunderstanding the task. Many students wrote personal responses or reflections instead of addressing the task.
Composition	<ul style="list-style-type: none"> Both prompts were accessible for students. 	<ul style="list-style-type: none"> Students who wrote about families were not specific in their stories and opted for vague generalizations. Some students answered both prompts. Many compositions were too brief.

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.