

Communications 12

Report to Schools January 2013

The information in this report provides an overview of results from the January 2013 **Communications 12 Provincial Exam**. The information is based on the **2,172** students who wrote the January Provincial Exam.

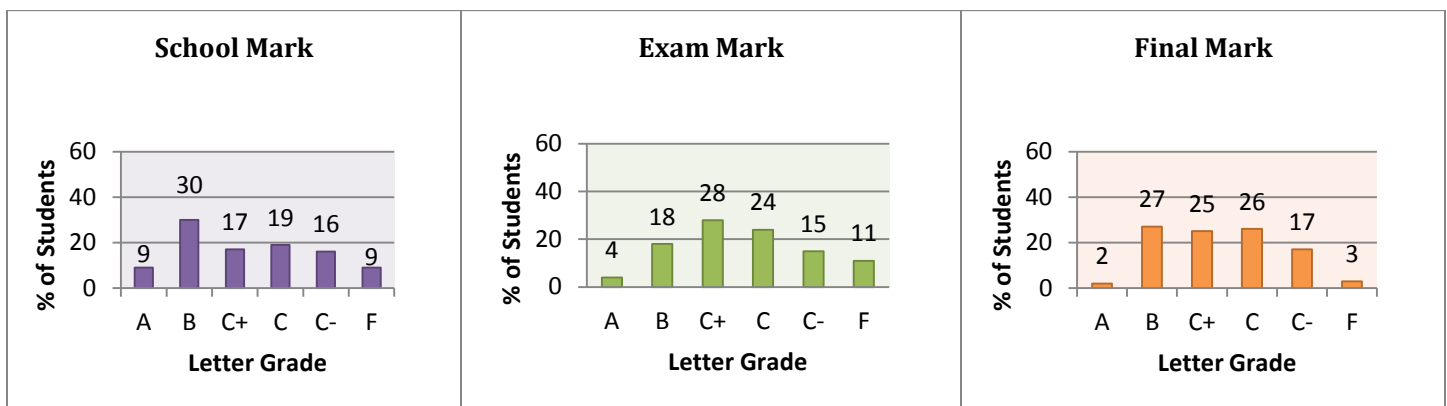
Provincial Averages

School Mark – 67%

Exam Mark – 65%

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
Information Text	12.0	7.19	60%
Visual Design	12.0	7.87	66%
Business Letter	9.0	5.11	57%
Composition	24.0	13.52	56%

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"> • Stronger responses formed an analysis and supported it appropriately. • Upper-level responses were insightful and well-organized, balancing specific references to the article with relevant personal details. 	<ul style="list-style-type: none"> • Some students did not make any reference to the text. • Some students continue to struggle with the use of standard English. • Many students used information directly from the text without adding any other information.
Visual Design	<ul style="list-style-type: none"> • Stronger responses were well organized and had a good balance of text and visuals. 	<ul style="list-style-type: none"> • Weaker responses had few visuals and were text heavy. • Weaker responses were unbalanced in text and visuals with no clear sense of purpose.
Business Letter	<ul style="list-style-type: none"> • Many students used proper business letter format and professional tone. • Students provided appropriate closings in their letters and remembered to request further contact. 	<ul style="list-style-type: none"> • Some students had difficulty specifying relevant job skills in the business letter. • Many students wrote personal responses or reflections instead of addressing the task.
Composition	<ul style="list-style-type: none"> • Stronger responses used proper paragraph structure and appropriate transitions. 	<ul style="list-style-type: none"> • Weaker responses often showed basic errors in syntax mechanisms and diction. • Many still used single-paragraph responses. • Weak responses were brief, simplistic, and repetitive.

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.