

Communications 12

Report to Schools June 2013

The information in this report provides an overview of results from the June 2013 **Communications 12 Provincial Exam**. The information is based on the **3,889** students who wrote the June Provincial Exam.

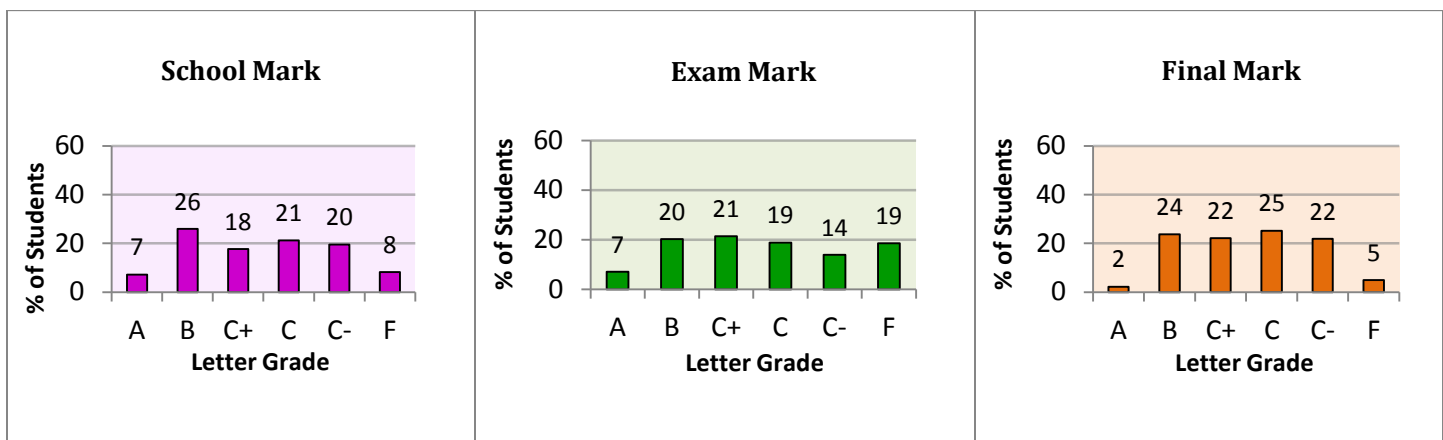
Provincial Averages

School Mark – 66%

Exam Mark – 64%

Final Mark* – 66%

*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	6.65	55%
Visual Design	12.0	6.87	57%
Business Letter	9.0	4.34	48%
Composition	24.0	13.94	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"> • Many students understood the article and used appropriate quotations in their responses. • Upper-level responses were organized and well developed, using a clear topic sentence to focus the response. 	<ul style="list-style-type: none"> • Weaker responses often relied too much on personal opinion with no focus on the article and task. • Some students used weak topic sentences, which often led to an unfocused response. • Weaker responses were too brief.
Visual Design	<ul style="list-style-type: none"> • Strong responses used a creative title to focus their response and included a variety of graphics. • Upper-level responses had a well developed layout and offered a good balance between text and graphics. • Stronger responses used italics and bold text effectively. 	<ul style="list-style-type: none"> • Some students misread the task and purpose which led to flawed designs. • Weaker responses failed to include key elements and information, such as, contact information. • Weak responses used information directly from the text that did not relate to the task. • Lower-level responses were text-heavy, poorly organized and had an underdeveloped layout.
Business Letter	<ul style="list-style-type: none"> • Higher-level responses used an appropriate tone and strong closing statement, with a specific request for future contact and course of action. • Upper-level responses used a proper business letter format and connected relevant job skills and experience. 	<ul style="list-style-type: none"> • Many students misread the task or confused the visual design task with the business letter task. • Weaker responses were vague and informal, some consisting of only a single paragraph. • Poor use of business letter format (e.g., missing a date, sender address).
Composition	<ul style="list-style-type: none"> • Many students were able to easily relate to both topics. • Upper-level responses made strong personal connections to either prompt. • Stronger responses attempted to use figurative language and strong vocabulary. 	<ul style="list-style-type: none"> • Weaker responses showed poor essay structure (e.g. one or two paragraph essays without sense of closure or purpose), and were underdeveloped and short (often not meeting minimum suggested word-length). • Weaker responses showed frequent and basic errors in syntax, mechanics, and diction. • Lower-level responses were simplistic, unoriginal, and often 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.