

# 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.

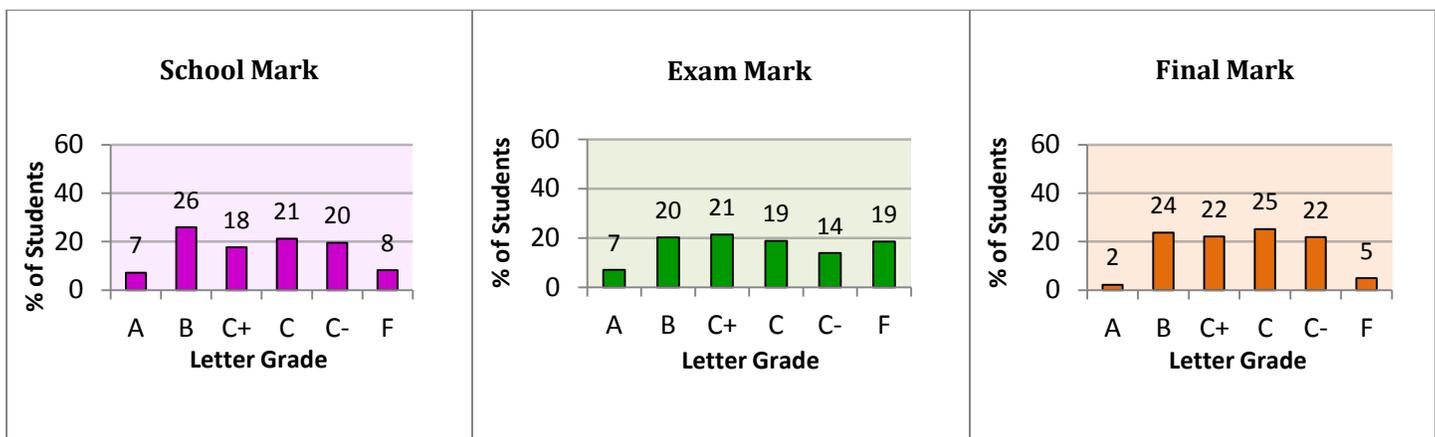
### Provincial Averages

**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
<b>Informational Text</b>	<ul style="list-style-type: none"> <li>• Many students understood the article and used appropriate quotations in their responses.</li> <li>• Upper-level responses were organized and well developed, using a clear topic sentence to focus the response.</li> </ul>	<ul style="list-style-type: none"> <li>• Weaker responses often relied too much on personal opinion with no focus on the article and task.</li> <li>• Some students used weak topic sentences, which often led to an unfocused response.</li> <li>• Weaker responses were too brief.</li> </ul>
<b>Visual Design</b>	<ul style="list-style-type: none"> <li>• Strong responses used a creative title to focus their response and included a variety of graphics.</li> <li>• Upper-level responses had a well developed layout and offered a good balance between text and graphics.</li> <li>• Stronger responses used italics and bold text effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students misread the task and purpose which led to flawed designs.</li> <li>• Weaker responses failed to include key elements and information, such as, contact information.</li> <li>• Weak responses used information directly from the text that did not relate to the task.</li> <li>• Lower-level responses were text-heavy, poorly organized and had an underdeveloped layout.</li> </ul>
<b>Business Letter</b>	<ul style="list-style-type: none"> <li>• Higher-level responses used an appropriate tone and strong closing statement, with a specific request for future contact and course of action.</li> <li>• Upper-level responses used a proper business letter format and connected relevant job skills and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Many students misread the task or confused the visual design task with the business letter task.</li> <li>• Weaker responses were vague and informal, some consisting of only a single paragraph.</li> <li>• Poor use of business letter format (e.g., missing a date, sender address).</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Many students were able to easily relate to both topics.</li> <li>• Upper-level responses made strong personal connections to either prompt.</li> <li>• Stronger responses attempted to use figurative language and strong vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Weaker responses showed frequent and basic errors in syntax, mechanics, and diction.</li> <li>• Lower-level responses were simplistic, unoriginal, and often repetitive.</li> </ul>

*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.*