

Communications 12

Report to Schools January 2015

The information in this report provides an overview of results from the January 2015 **Communications 12 Provincial Exam**. The information is based on the **2044** students who wrote the January Provincial Exam.

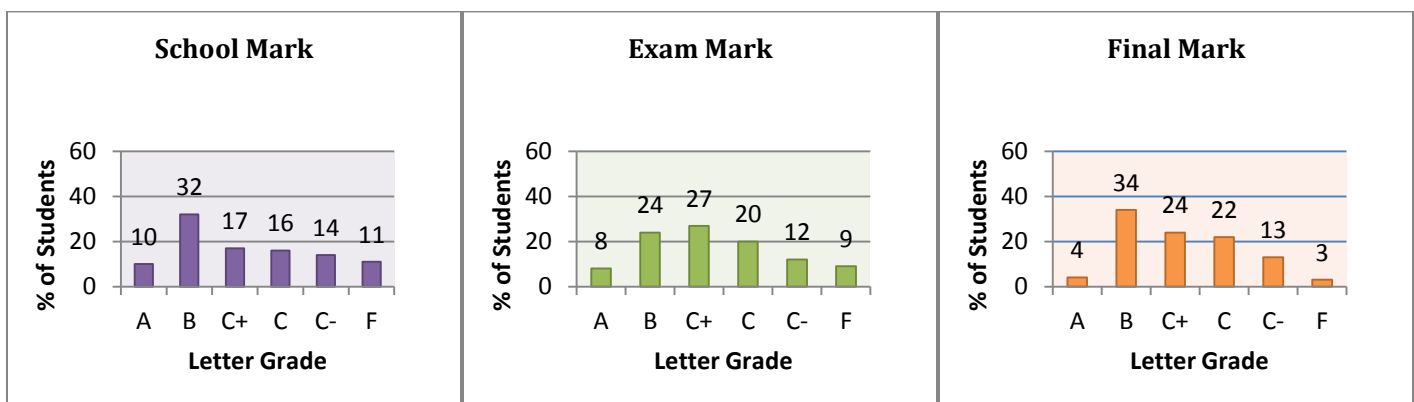
Provincial Averages

School Mark – 66%

Exam Mark – 67%

Final Mark* – 69%

*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	6.43	54%
Visual Design	12.0	7.33	61%
Business Letter	9.0	5.47	61%
Composition	24.0	14.25	59%

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"> • Topic sentences were focused on the question. • There was use of direct quotations and examples from the article. 	<ul style="list-style-type: none"> • Issues with the use of Standard English. • There was a tendency for some students to plagiarize and recopy significant portions of the text. • There was some misunderstanding of the meaning of words in the question.
Visual Design	<ul style="list-style-type: none"> • More students appeared to use strong/relevant titles. • Visual design had a strong sense of balance. 	<ul style="list-style-type: none"> • Some responses missed key details. • There were issues with visuals/graphics, with students not describing their visuals and with students using the box for emphasis only.
Business Letter	<ul style="list-style-type: none"> • Students met expectations of the task and understood the purpose. 	<ul style="list-style-type: none"> • Lack of proper business letter format. • Weaker letters continued to have a missing/vague closing or specific course of action.
Composition	<ul style="list-style-type: none"> • There were some strong narrative compositions. • Stronger responses had proper paragraph structure. 	<ul style="list-style-type: none"> • There was a tendency for students to not complete the composition and leave blank the part of the exam worth the most marks. • Some students did not adhere to conventions of writing an essay, such as, using multiple paragraphs, gauging the appropriate length, and using the correct use of Standard English.

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.