

# Communications 12

## Report to Schools June 2016

The information in this report provides an overview of results from the June 2016 **Communications 12 Provincial Exam**. The information is based on the **4,869** students who wrote the June Provincial Exam.

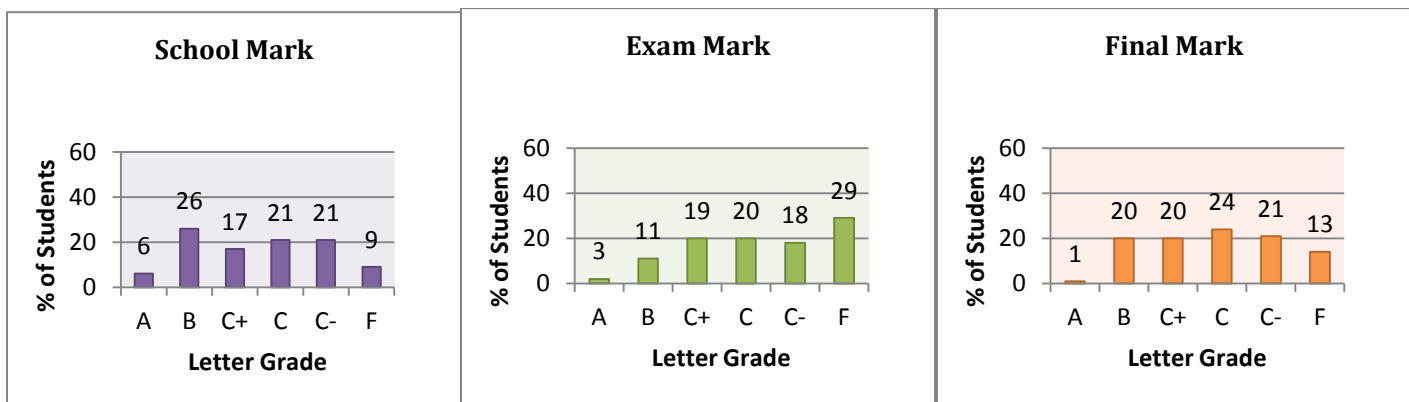
### Provincial Averages

School Mark – 65%

Exam Mark – 58%

Final Mark\* – 63%

\*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	5.92	49%
Visual Design	12.0	6.76	56%
Business Letter	9.0	4.52	50%
Composition	24.0	13.12	55%

## 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>• Topic sentences were strong.</li> <li>• Higher-level responses addressed the task.</li> <li>• Stronger responses were able to discuss question in a well-organized manner.</li> <li>• Good use of direct quotations and examples from the text to support writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Weaker responses tended to plagiarize and copy or cut/paste significant portions of the text.</li> <li>• Lower-level responses did not meet the purpose of the task, for example by lapsing into personal narratives.</li> <li>• Continued issues with the use of Standard English.</li> </ul>
<b>Visual Design</b>	<ul style="list-style-type: none"> <li>• Strong designs included key details, appropriate balance and layout, relevant visuals and a strong title.</li> <li>• Higher-level responses referenced the sub-topics in the scenario or incorporated appropriate extra detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Weaker responses missed key details.</li> <li>• Issues with the graphics as students not describing the visuals in the graphics box (electronic exam).</li> </ul>
<b>Business Letter</b>	<ul style="list-style-type: none"> <li>• Higher-level responses met the purpose of the task.</li> <li>• Stronger responses had a clear letter format, multiple paragraphs, key details, a specific course of action, and an appropriate tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of proper business letter format.</li> <li>• Weaker responses did not meet the purpose of the task, for example, confusing the Visual Design task with the letter.</li> <li>• Missing significant and/or relevant details necessary to answer the question such as dates, specific course of action, and closing.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Both topics fair and accessible.</li> <li>• Some narrative and expository compositions with descriptive vocabulary and engaging subject matter.</li> <li>• Upper-level responses demonstrated paragraph structure, transitions, and overall organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing tendency for students to not complete this part of the exam worth the most marks.</li> <li>• Weaker responses did not adhere to essay writing conventions, including length, multiple paragraphs, and correct use of Standard English.</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.*