

Communications 12

Report to Schools January 2017

The information in this report provides an overview of results from the January 2017 **Communications 12 Provincial Exam**. The information is based on the **2325** students who wrote the January 2017 Provincial Exam.

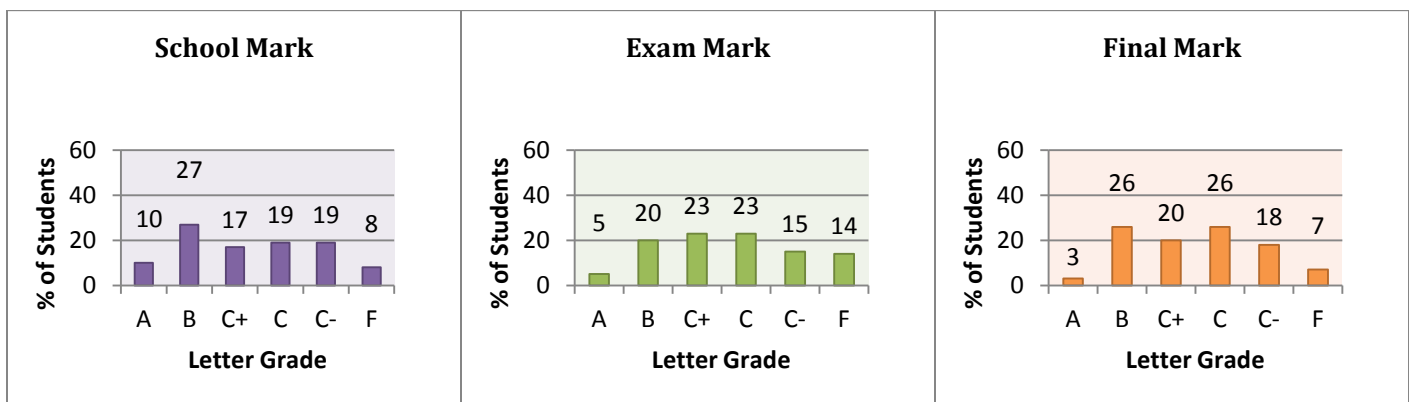
Provincial Averages

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	5.99	50%
Visual Design	12.0	6.37	53%
Business Letter	9.0	4.58	51%
Composition	24.0	12.70	53%

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 strong and focused on the exam question. • Effective integration of quotations to support ideas. • Well-structured paragraphs. • Strong personal connections to the text. 	<ul style="list-style-type: none"> • Continued issues with the use of Standard English. • Weaker papers tended to lapse into merely a summation of text, listing advice or clichéd responses. • Tendency to plagiarize and recopy significant portions of the text.
Visual Design	<ul style="list-style-type: none"> • Overall responses were appropriate and met the purpose of the task. • Stronger papers displayed effective layout, organization and manipulation of language to complete the task. • Effective titles and sub-headings and emphasis; referenced the sub-topics in the scenario. 	<ul style="list-style-type: none"> • Did not include visuals. • Missed key details (5 W's). • Very "text heavy" and included details copied and pasted directly from the text.
Business Letter	<ul style="list-style-type: none"> • Appropriate tone used. • Stronger papers offered responses in a clear format, had more than one paragraph, and included key details and a specific course of action. 	<ul style="list-style-type: none"> • Poorly formatted. • Too short and failed to provide a closing with contact information and a request for action. • Many students relied on colloquial phrasing and conventions of language were weak.
Composition	<ul style="list-style-type: none"> • Upper level papers attempted to use descriptive vocabulary and dialogue. • Upper level papers had well developed paragraphs with smooth transitions. • Many engaging narratives. 	<ul style="list-style-type: none"> • Deficient in conventions. • Offered simplistic and formulaic responses. • Failed to adhere to the conventions of writing an essay – multi-paragraph, appropriate length, 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.