

Communications 12

Report to Schools June 2017

The information in this report provides an overview of results from the **June 2017 Communications 12** Provincial Exam. The information is based on the **4,751** students who wrote the June Provincial Exam.

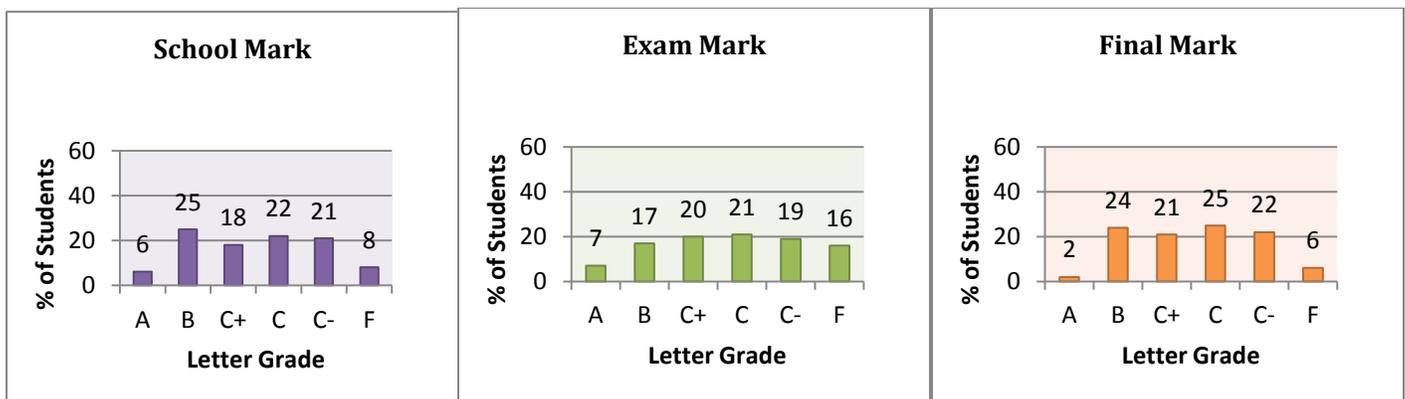
Provincial Averages

School Mark – 65%

Exam Mark – 63%

Final Mark* – 65%

*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	6.15	51%
Visual Design	12.0	5.83	49%
Business Letter	9.0	4.27	47%
Composition	24.0	13.17	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
Informational Text	<ul style="list-style-type: none"> • The article was generally an accessible piece that provided for a wide range of responses. • Strong responses had clear topic sentences, integrated evidence well, used quotations appropriately and offered multiple examples to support the topic. 	<ul style="list-style-type: none"> • Weak responses lapsed into personal narratives or talked about the passage rather than answering the question. • Lower level responses were short or repetitive, lacked direct quotations, and contained weak introductions and/or conclusions. • Significant difficulty with conventions of written language which made responses difficult to understand.
Visual Design	<ul style="list-style-type: none"> • Strong responses employed effective layout and organization. • Titles and sub-headings were effective and included all pertinent information. 	<ul style="list-style-type: none"> • Lower level responses were missing visuals or relevant information. • Weaker designs were not engaging or emphasised the wrong information.
Business Letter	<ul style="list-style-type: none"> • Very few misreads of the task. • Stronger responses offered a clear letter format, had more than one paragraph, and used an appropriately professional tone. 	<ul style="list-style-type: none"> • Responses were short and poorly formatted. • Reliance on colloquial phrasing. • Conventions of language were weak.
Composition	<ul style="list-style-type: none"> • Higher papers attempted descriptive vocabulary and dialogue. • Attempts to be thoughtful with well-developed paragraphs and smooth transitions. 	<ul style="list-style-type: none"> • Deficient in conventions of written language such as correct punctuation and capitalization. • Simplistic or formulaic responses.

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.