

# Communications 12

## Report from Markers January 2018

The information in this report provides an overview of results from the **January 2018 Communications 12** Provincial Exam. The information is based on the **2626** students who wrote the January Provincial Exam.

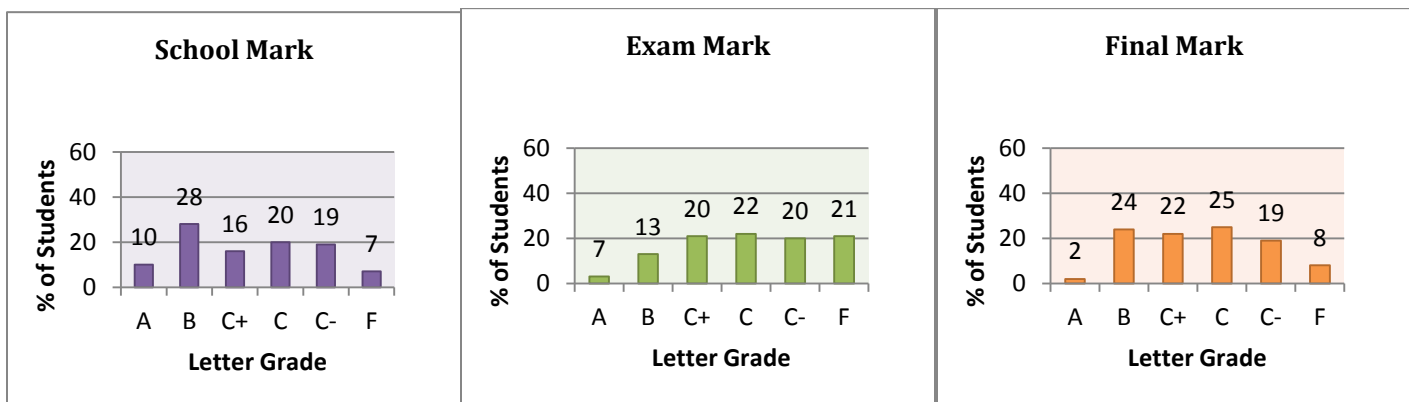
### Provincial Averages

School Mark – 67%

Exam Mark – 61%

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	6.57	55%
Visual Design	12.0	5.88	49%
Business Letter	9.0	3.77	42%
Composition	24.0	12.58	52%

### 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 and focused on the task.</li> <li>• Strong integration of quotations and paraphrased examples to support ideas.</li> <li>• Proper structured paragraphs.</li> <li>• Question and text was accessible to the majority of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued issues with the use of Standard English.</li> <li>• Weaker papers offered a summation of the text or a personal response.</li> </ul>
<b>Visual Design</b>	<ul style="list-style-type: none"> <li>• Generally the designs were appropriate and met the purpose of the task.</li> <li>• Stronger papers displayed effective layout, visuals, appropriate titles and sub-headings.</li> <li>• Stronger papers referenced the sub-topics in the scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• Weaker responses did not include visuals, missed key information (5 W's) or were very "text heavy".</li> </ul>
<b>Business Letter</b>	<ul style="list-style-type: none"> <li>• The letter was straightforward; very few misreads of the task.</li> <li>• Stronger papers offered responses in a clear format, more than one paragraph, included key details, a specific course of action and appropriate tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Weaker letters were poorly formatted, short and failed to provide a closing with contact information and a request for action.</li> <li>• Many students relied on colloquial phrasing and conventions of language were weak.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Upper level papers attempted to use descriptive vocabulary and attempt narrative compositions.</li> <li>• Upper level papers were thoughtful and had well developed paragraphs with smooth transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Weaker papers were deficient in conventions and offered simplistic and formulaic responses.</li> <li>• Weaker papers failed to adhere to the conventions of writing an essay – multi-paragraph, appropriate length, 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.