

# Communications 12

## Report from Markers January 2019

The information in this report provides an overview of results from the **January 2019 Communications 12** Provincial Exam. The information is based on the **3096** students who wrote the January Provincial Exam.

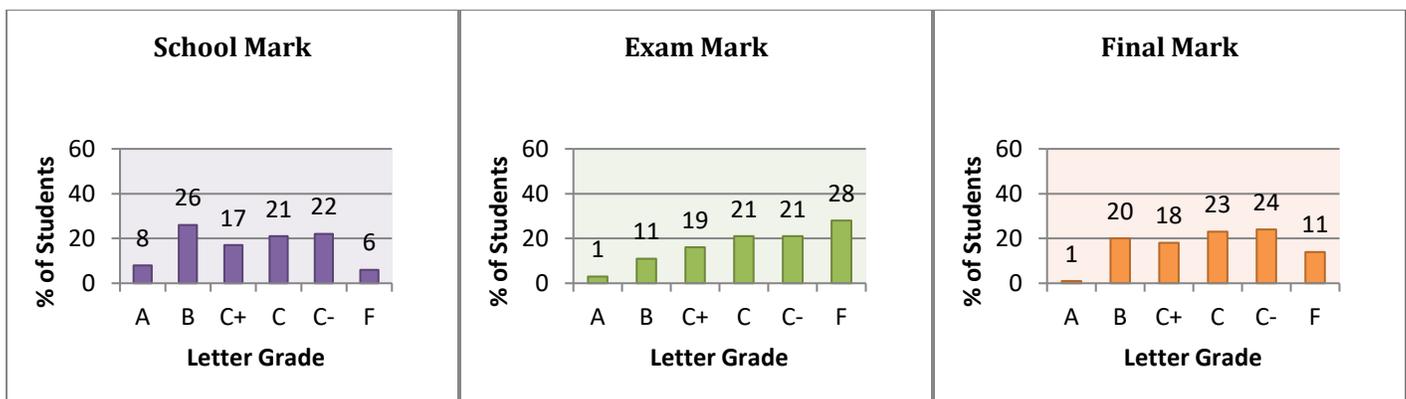
### Provincial Averages

School Mark – 66%

Exam Mark – 58%

Final Mark\* – 62%

\*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	6.45	53%
Visual Design	12.0	6.46	53%
Business Letter	9.0	3.45	38%
Composition	24.0	13.44	56%

### 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 addressed 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 by 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> <li>• Weaker papers were too short and not developed enough to pass.</li> <li>• Some students simply copied directly from the passage and failed to offer any analysis.</li> </ul>
<b>Visual Design</b>	<ul style="list-style-type: none"> <li>• Topic and task was accessible.</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 failed to include visuals.</li> <li>• Weaker responses missed key details (5 Ws)</li> <li>• Weaker responses were very “text heavy” and lapsed into writing a paragraph response.</li> </ul>
<b>Business Letter</b>	<ul style="list-style-type: none"> <li>• The letter was straightforward; very few mis-reads 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 and lacked an adequate business letter format.</li> <li>• Weaker letters were 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>• Both topics were fair and accessible.</li> <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 showed deficiencies in the use of conventions.</li> <li>• Weaker papers 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.