

Communications 12
June 2000 Provincial Examination
ANSWER KEY / SCORING GUIDE

- Topics:**
1. Language Skills
 2. Reading: Non-Fiction
 3. Reading: Fiction (Poetry)
 4. Reading: Fiction (Prose)
 5. Formats
 6. Composition

Multiple Choice

Q	K	C	T	Q	K	C	T
1.	B	K	1	18.	D	U	3
2.	D	K	1	19.	D	H	3
3.	A	K	1	20.	A	K	3
4.	C	K	1	21.	B	K	3
5.	C	K	1	22.	A	U	3
6.	C	K	1	23.	B	K	4
7.	B	K	1	24.	A	U	4
8.	A	K	1	25.	D	K	4
9.	B	K	1	26.	B	U	4
10.	A	K	1	27.	C	U	4
11.	A	U	2	28.	C	U	4
12.	A	U	2	29.	A	H	4
13.	D	K	2	30.	C	U	5
14.	A	U	2	31.	D	K	5
15.	C	U	2	32.	D	K	5
16.	A	U	2	33.	C	U	5
17.	D	K	3				

Multiple Choice = 33 marks

Written Response

Q	B	C	T	S	Q	B	C	T	S
1.	1	U	1	3	9.	9	U	4	1
2.	2	U	1	3	10.	10	K	4	2
3.	3	U	1	3	11.	11	U	4	2
4.	4	K	2	2	12.	12	H	4	1
5.	5	U	2	2	13.	13	K	5	2
6.	6	H	2	1	14.	14	U	5	2
7.	7	U	3	2	15.	15	H	5	6
8.	8	K	3	2	16.	16	H	6	18

Written Response = 52 marks

Multiple Choice = 33 (33 questions)
Written Response = 52 (16 questions)

TOTAL = 85 marks

LEGEND:

Q = Question Number

C = Cognitive Level

T = Topic

K = Keyed Response

S = Score

B = Score Box Number

PART A: LANGUAGE SKILLS

Written-response questions (9 marks)

INSTRUCTIONS: Combine the ideas contained in each group of short sentences below into **one** correctly structured sentence. You will be marked for the way you link the ideas together by changing the form of the words, using punctuation and using connecting words. Use standard English. Write in **ink**.

1. The helicopter dropped water.
 It was a forestry helicopter.
 The blaze was stubborn.
 The blaze was near town.

(3 marks)

Style:		
Superior	2	
Adequate	1	
Unacceptable	0	
Technical:		
Error Free	1	
Contains Errors	0	

Superior: The forestry helicopter dropped water on the stubborn blaze near the town.

Superior: Water was dropped by a forestry helicopter on the stubborn blaze near town.

Adequate: The forestry helicopter dropped water on the blaze which was near the town.

(NOTE: missing element “stubborn”)

2. The young man was waiting for his interview.
 He wiped his palms on his jacket.
 His palms were clammy.
 He tried not to bite his fingernails.

(3 marks)

Style:		
Superior	2	
Adequate	1	
Unacceptable	0	
Technical:		
Error Free	1	
Contains Errors	0	

Superior: As the young man waited for his interview, he wiped his clammy palms on his jacket and tried not to bite his fingernails.

Superior: The young man wiped his clammy palms on his jacket and tried not to bite his fingernails while waiting for his interview.

Adequate: The young man was waiting for his interview and wiped his clammy palms on his jacket, and he tried not to bite his fingernails.

3. My brother's wedding had a theme.
 The theme was ecology.
 The guests threw birdseed.
 The seed was instead of confetti.

(3 marks)

Style:		
Superior	2	
Adequate	1	
Unacceptable	0	
Technical:		
Error Free	1	
Contains Errors	0	

Superior: At my brother's wedding, which had an ecology theme, the guests threw birdseed instead of confetti.

Superior: Because my brother's wedding had an ecology theme, guests threw birdseed instead of confetti.

Adequate: My brother's wedding had a theme which was ecology and the guests threw birdseed instead of confetti.

Marker's Note:

Use of semicolons is appropriate.

Misuse of *to, their, its* are technical faults.

A simple sentence may be superior in construction.

Good coordination can result in a superior sentence.

The effective use of conjunctions can elevate a sentence from adequate to superior.

Unnecessary capitalization will result in the loss of a technical mark.

Missing commas should result in a mark deducted for **obvious errors only**.

Added information that leads off topic is a clear infraction and should have one mark deducted from style.

Grammar, punctuation, spelling errors, or usage problems will lead to the loss of a technical mark.

The omission of two or more elements results in an unacceptable response.

If one element is left out, or if a modifier is misplaced, the response **cannot** be more than adequate.

Missing a word by simple oversight is a technical flaw.

Run-on sentences, sentence fragments or the use of two sentences warrant a style mark of 0, but may receive the technical mark.

Short compound sentences do not necessarily require commas between clauses. Generally, compound sentences result in "adequate" scores.

PART B: READING: NON-FICTION

Mustangs and Other Horses

(pages 1 and 2 in the **Readings Booklet**)

Written-response questions (5 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

4. What constitutes a wild horse, according to those who

a) like them? **(1 mark)**

Paragraphs 3 and 4

- They are free-running, free-ranging horses belonging to a band.

Paragraph 5

- Wild horses are the original mustangs (which the Spaniards introduced).
- (Running) wild and free.

b) dislike them? **(1 mark)**

Paragraph 3

- They are runts which kidnap mares from domestic herds and take them to the mountains.

Paragraph 5

- Wild horses are simply domestic stock that has gone wild.

(NOTE: do not accept spurious)

5. Besides size, what **two** aspects of appearance would identify an unbranded horse as being wild? **(2 marks)**

Paragraph 8

An unbranded horse could be identified as being wild by

- the “wild stripe” on its backbone.
- the immense growth of its mane.
- the immense growth of its tail / broomtail.
- its dark colour.
- the way the hairs of its tail sweep the grass as it walks.

6. What reason does the author give for the possible extinction of wild horses in the future? (1 mark)

Paragraph 13

Wild horses face possible extinction because

- **their territory is increasingly being taken up by human habitation.**
- **as fences advance and our wilderness shrinks, the space available to wild horses is reduced.**
- **of rough / severe winters.**
- **of starvation.**

PART C: READING: FICTION (POETRY)

Oranges

(page 3 in the **Readings Booklet**)

Written-response questions (4 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

7. a) In the drugstore, what is the purpose of the bell? (1 mark)

Lines 23 – 24

- **To bring the saleslady down the aisle.**
- **To notify the saleslady of the arrival of a customer.**

- b) **Quote** the lines which indicate the saleslady understands the boy's problem. (1 mark)

Lines 39 – 42

- **“(The lady’s eyes met mine
And held them), knowing
Very well what it was all
About.”**

8. a) For what distance does the narrator hold the girl's hand? (1 mark)

Lines 47 – 48

- **The narrator holds the girl's hand for two blocks.**

- b) Why does he let go? (1 mark)

Lines 49 – 50

- **The narrator lets go of the girl's hand so that she can unwrap / eat the chocolate.**

PART D: READING: FICTION (PROSE)

A Private Talk with Holly

(pages 4 and 5 in the **Readings Booklet**)

Written-response questions (6 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

9. Describe the place on the lake where Holly and her father like to start fishing. **(1 mark)**

Paragraph 6

- **They like to start fishing in a quiet inlet (dotted with tree stumps).**

10. List **two** of the steps which Holly and her father take in order to drift the bottom. **(2 marks)**

Paragraphs 11 – 12

In order to drift the bottom, they

- **move into open water.**
- **rig their lures to run deep.**
- **switch off the motor / let the boat drift.**

11. What **two** disadvantages does Holly associate with staying in school during the summer? **(2 marks)**

Paragraph 23

Two disadvantages with staying in school during the summer are

- **it will cost more.**
- **she will be away most of the time / her father will miss her / her father will be unhappy / she will miss her father.**
- **she won't be able to fish.**

12. By returning the fish to the water, what understanding does Holly's father convey to her with regard to her plans? **(1 mark)**

Paragraph 27

- **By returning the fish to the water, Holly's father shows he understands her need to grow up / have freedom / live her own life / leave home.**

PART E: FORMATS

Alcohol and Boating Safety

(page 6 in the **Readings Booklet**)

Written-response questions (4 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

13. For what **two** reasons has the Canadian Coast Guard prepared this pamphlet? **(2 marks)**

Section: Introduction

The Coast Guard prepared this pamphlet to

- **alert people to the dangers of drinking and boating.**
- **alert people to the legal implications of drinking and boating.**

14. According to the pamphlet,

- a) for what reason does alcohol particularly affect one's balance while boating? **(1 mark)**

Section: The Effects of Alcohol on Your Body

- **The boat is a moving platform.**

- b) in what way does alcohol affect one's judgement? **(1 mark)**

Section: The Effects of Alcohol on Your Body

- **Alcohol affects one's judgment by reducing inhibitions / making people take more risks.**

Written-response question (6 marks)

INSTRUCTIONS: Writing as the individual below and using the information provided, write a **business** letter of **more than one** paragraph. Use complete and correct sentences. Use the **Pre-writing** page to plan your work. Write your final letter in the space marked **Finished Work (Letter)**. Only your finished work will be marked. Write your letter in **ink**.

15. Assume your name is **Shannon Smith**. You live at 39 Alder Street, Courtenay, BC. Your postal code is V4N 6B9. Use the following situation to write your business letter. **(6 marks)**

SITUATION



*Silver Hills
Golf and Country Club*

is now hiring for the summer.

Full and part-time positions are available in

- the Pro Shop
- greens maintenance
- food and beverage service

Apply in writing to

Helen Fenwick

13380 Silver Sage Drive, Kamloops, BC, V2G 2T7

MARKS	CONTENT	STANDARD ENGLISH * Body of the Letter
3	<ul style="list-style-type: none"> • Task or problem identified. • Course of action proposed and / or future contact stated, including telephone number, fax number, address and timeline for contact. • Task well organized into paragraphs. • All requirements for task clearly stated. • Adequate format. <ul style="list-style-type: none"> – two accurate addresses – date – closing • Task well organized into at least two paragraphs. 	<ul style="list-style-type: none"> • Sentence structure free of errors. • Correct use of words. • Absence of errors in spelling and punctuation. • Suitable tone, absence of threats.
2	<ul style="list-style-type: none"> • Requirements merely restated. • Either Task / Problem or Expectations / Solution incomplete. • Body of letter adequate, but one paragraph. 	<ul style="list-style-type: none"> • Sentence structure almost error-free. • Mainly correct use of words. • Few errors in spelling and punctuation.
1	<ul style="list-style-type: none"> • Body of letter poorly organized. 	<ul style="list-style-type: none"> • Errors in sentence structure. • Frequently incorrect word-use. • Several errors in spelling and punctuation.
0	<ul style="list-style-type: none"> • Writing not attempted, or unrelated to topic, or illegible. 	<ul style="list-style-type: none"> • Major difficulties in written expression and idiom.

PART F: COMPOSITION

INSTRUCTIONS: Using standard English, write a multi-paragraph composition of 200–250 words based on **one** of the following prompts.

If you write on more than one prompt, only the **first** will be marked.

Use the **Checklist and Pre-writing** page to plan your work. Write your final composition in the space marked **Finished Work (Composition)**. Only your finished work will be marked. Write your composition in **ink**.

16. Choose **one** of the following prompts.

(18 marks)

PROMPT A

Finding the right job can be very challenging.

OR

PROMPT B

The weather forecaster had promised that it would not rain!

SCALEPOINT 6

The Scalepoint 6 paper is developed with originality, energy, and flair. The writing is purposeful, focused and on topic. Details and examples are effectively used, and the writer takes risks with content and structure. An easy command of sentence structure includes appropriate subordination and effective use of parallel structure. Vocabulary is appropriate, precise and often sophisticated. There are few mechanical errors.

SCALEPOINT 5

The Scalepoint 5 paper is competent and generally well developed; however, it may contain one area of minor weakness. The writing is purposeful and the development logical. Supporting details are well chosen. The writer takes some risks, but the results may be uneven. Sentences are controlled and varied; subordination is generally effective. Vocabulary is appropriate, but expression may be awkward. Mechanical errors do not interfere with comprehension.

SCALEPOINT 4

The Scalepoint 4 paper is on topic and the ideas are clearly expressed. It is generally articulate but unimaginative. Paragraph structure is defined but conventional. The subject-verb sentence pattern predominates. Although expression is simplistic, some attempt is made to use more complex vocabulary. There are few errors in usage and mechanics.

SCALEPOINT 3

The Scalepoint 3 paper attempts to address the topic, but development is weak. Ideas are repetitive and often simplistic. Although multi-paragraph structure may be attempted, paragraphs often consist of only one or two sentences. Awkwardness in sentence structure tends to interrupt the flow. Expression is simplistic, with little attempt to use complex vocabulary. Errors in usage and mechanics are evident, but they do not predominate.

SCALEPOINT 2

The Scalepoint 2 paper could demonstrate a serious lack of proficiency with English idiom, yet make a genuine attempt at a full and structured development. Examples of unsatisfactory writing tend to be repetitive or circular, unfocused, and limited to one or two ideas. Vocabulary is basic and often informal. Sentences are usually simple in construction; fragments, run-ons and mechanical errors are evident. The paper fails to achieve the assigned purpose. Some papers are fairly well written and show rudiments of organization, but are deficient in length.

SCALEPOINT 1

The Scalepoint 1 paper has little or no sense of purpose or development. It is usually seriously deficient in length and often a single paragraph. Organization, if present, contributes little to sequence or logic. The writing tends to be error-ridden and often creates an uncontrolled and confused pattern of development.

SCALEPOINT 0

This is a special category reserved for papers which cannot be evaluated. Text has been produced, but the effort is characterized by one or more of the following:

- a) no discernible grasp of English idiom;
- b) too deficient in length to evaluate;
- c) errors that make the paper unintelligible;
- d) **the paper deliberately addresses a topic not given.**

A zero can be assigned only by the marking chair or a designate. Papers which are left blank or which contain only one or two words in a brief, incoherent phrase are given a mark of NR (for No Response).

END OF KEY