

Communications 12
August 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.	A	K	1	18.	D	H	3
2.	B	K	1	19.	C	K	3
3.	C	K	1	20.	C	U	3
4.	A	K	1	21.	A	K	3
5.	B	K	1	22.	C	U	3
6.	A	K	1	23.	C	U	4
7.	D	K	1	24.	A	U	4
8.	C	K	1	25.	D	K	4
9.	C	K	1	26.	B	U	4
10.	A	K	1	27.	B	U	4
11.	B	K	2	28.	C	K	4
12.	B	U	2	29.	D	H	4
13.	B	U	2	30.	C	U	5
14.	D	U	2	31.	A	K	5
15.	B	K	2	32.	A	K	5
16.	A	U	2	33.	C	U	5
17.	B	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	2
2.	2	U	1	3	10.	10	U	4	1
3.	3	U	1	3	11.	11	K	4	2
4.	4	H	2	1	12.	12	H	4	1
5.	5	K	2	2	13.	13	U	5	2
6.	6	U	2	2	14.	14	K	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 patient squeezed her eyes shut.
 The patient gripped the arms of the chair.
 The drill whined.
 The drill was in her mouth.

(3 marks)

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

Superior: The patient squeezed her eyes shut and gripped the arms of the chair as the drill whined in her mouth.

Superior: The drill whined in her mouth as the patient squeezed her eyes shut and gripped the arms of the chair.

Adequate: The patient squeezed her eyes shut and gripped the arms of the chair and the drill whined in her mouth.

2. The steaks cooked.
 Clouds of smoke rose from the barbecue.
 The smoke was white.
 The steaks were for dinner.

(3 marks)

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

Superior: Clouds of white smoke rose from the barbecue as the steaks cooked for dinner.

Superior: While the steaks cooked for dinner, clouds of white smoke rose from the barbecue.

Adequate: The steaks for dinner cooked and clouds of smoke rose from the barbecue.

(NOTE: missing element “white”)

3. The breeze blew softly.
 The breeze created light ripples on the lake.
 The breeze cooled the sunbathers.
 The sunbathers lay on the sandy shore.

(3 marks)

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

Superior: The breeze blew softly, creating light ripples on the lake and cooling the sunbathers who lay on the sandy shore.

Superior: Blowing softly, the breeze created light ripples on the lake and cooled the sunbathers as they lay on the sandy shore.

Adequate: The breeze blew softly and created light ripples on the lake and it cooled the sunbathers lying on the sandy shore.

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

Mom-and-Pops

(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. From the article, provide evidence that mom-and-pop businesses make a significant contribution to the Canadian economy. **(1 mark)**

Paragraph 7

- **They generate about one-third of the value of all business in Canada.**

5. State **two** ways in which family businesses can compete with chain stores. **(2 marks)**

Paragraph 9

Family businesses can compete with chain stores by

- **being experts in their field.**
- **giving personal service / caring more than an indifferent clerk.**

6. a) What philosophy do **both** Gord and Brian Cowieson have about keeping a business successful? **(1 mark)**

Paragraph 20

- **The philosophy Gord and Brian Cowieson share is that you have to change / be prepared to adapt.**
- **If you don't change you're dead.**

- b) What does Brian Cowieson believe the next generation will need in order to be successful? **(1 mark)**

Paragraph 29

- **They have to bring some skill to the business.**

(NOTE: cannot accept “adapt” for both)

PART C: READING: FICTION (POETRY)

Pines

(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. Give **two** quotations which indicate that forests of pine covered the mountains **before the narrator's lifetime**. (2 marks)

Line 7

- "...they tell me."

Lines 14 – 15

- "...cleaned the last of the pines out / way back at the turn of the century."

Lines 19 – 25

- "...white pines that covered eastern / and central Canada. / The settlers could often drive...under their / vast boughs."

8. Name **two** features the narrator has tried to find at the site of his childhood home. (2 marks)

Lines 47 – 48

At the site of his childhood home, the narrator tried to find

- the lane.
- the garden.
- the well.

PART D: READING: FICTION (PROSE)

The Beard

(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. What **two** factors make the soup challenging to eat without making a mess? **(2 marks)**

Paragraph 8

The soup was challenging to eat without making a mess because

- **it had strings of spaghetti in it.**
- **the train was jiggling.**
- **the eater had a large, bushy beard.**

10. **Quote** from the story a sentence which indicates that the bearded man was using the narrator to help him eat neatly. **(1 mark)**

Paragraph 9

- **“He kept his eyes on me, blandly, in between bites.”**
- **“But I knew he knew that I was watching his every bite with acute fascination.”**
- **“After each bite, he would level his eyes on mine, bung in the eye.”**

Paragraph 28

- **“...you keep your eyes on those of your dinner partner.”**
- **“And whenever you note his eyes fixed in horror on your chin, you wipe it.”**

11. a) What is the **first** step that the bearded man took to overcome his shyness? **(1 mark)**

Paragraph 19

- **He went to psychiatrists about his shyness.**

- b) What does the bearded man give as an example of his shyness of other people? **(1 mark)**

Paragraph 21

- **The bearded man tells the narrator that he used to be so shy that he couldn't look at people first.**

12. How did the bearded man **put into practice** his theory about what psychology should aim to do? **(1 mark)**

Paragraph 20

- **He grew a beard.**

PART E: FORMATS

17 Ways to Be a Better Shopper

(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. a) For what reason should you avoid accepting a store credit for a returned item? **(1 mark)**

Section: FOR ALL SHOPPERS

- **Why let the store keep your money (until the next time you return to the store)?**

- b) If you are buying by mail, how can you be sure that you will like what you are buying? **(1 mark)**

Section: FOR TIME-PRESSED SHOPPERS

- **See how the new styles look on you (in local stores).**

14. State **two** advantages to shopping from a store's catalogue. **(2 marks)**

Section: FOR ALL SHOPPERS

Two advantages of catalogue shopping are

- **you can call for items not in the store.**
- **inventory is sometimes larger.**
- **inventory / selection may be more diverse.**

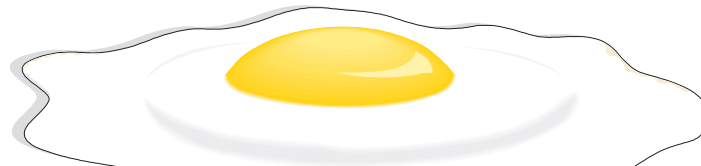
Written-response question (6 marks)

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 **Cassidy Flynn**. You live at 337 Brandon Avenue in Cloverdale, BC. Your postal code is V8K 3B2. Use the following situation to write your business letter.

(6 marks)

SITUATION



**Forest Service
Requires Camp Cook**

Full-time seasonal position available now.

Applicants must be willing to fly into remote camps to provide meals to forest firefighters.

Duties include preparing and serving meals for up to twenty crew members, as well as clean-up.

Apply to:

Colin Williams, PO Box 39, Nakusp, BC, V1L 3E0

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

Ceremonies are an important part of any culture.

OR

PROMPT B

Here was an opportunity for me to demonstrate responsibility.

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