

Communications 12

June 2002 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	S	T	Q	K	C	S	T
1.	D	K	1	1	17.	D	U	1	3
2.	B	K	1	1	18.	C	K	1	3
3.	C	K	1	1	19.	C	K	1	3
4.	B	K	1	1	20.	B	U	1	3
5.	D	K	1	1	21.	D	H	1	3
6.	D	K	1	1	22.	B	K	1	3
7.	A	K	1	1					
8.	B	K	1	1	23.	A	K	1	4
9.	B	K	1	1	24.	D	U	1	4
10.	D	K	1	1	25.	B	K	1	4
					26.	C	U	1	4
11.	C	U	1	2	27.	A	U	1	4
12.	A	U	1	2	28.	C	H	1	4
13.	A	K	1	2					
14.	D	K	1	2	29.	D	K	1	5
15.	A	K	1	2	30.	C	U	1	5
16.	B	U	1	2	31.	B	K	1	5
					32.	A	U	1	5

Multiple Choice = 32 marks

Written Response

Q	B	C	S	T	Q	B	C	S	T
1.	1	U	3	1	9.	9	K	2	4
2.	2	U	3	1	10.	10	U	2	4
3.	3	U	3	1	11.	11	U	1	4
					12.	12	H	1	4
4.	4	K	2	2					
5.	5	U	2	2	13.	13	U	2	5
6.	6	H	1	2	14.	14	K	2	5
					15.	15	H	6	5
7.	7	U	2	3					
8.	8	K	2	3	16.	16	H	24	6

Written Response = 58 marks

Multiple Choice = 32 (32 questions)
Written Response = 58 (16 questions)
TOTAL = 90 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 using punctuation, by using connecting words and by changing the form of words, as necessary (tense, part of speech, etc.). Use standard English. Write in **ink**.

1. The young man was usually scruffy.
 The young man was usually untidy.
 He looked handsome.
 He was in his tuxedo.

(3 marks)

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

Superior: The young man who was usually scruffy and untidy looked handsome in his tuxedo.

Superior: In his tuxedo, the usually scruffy, untidy young man looked handsome.

Adequate: The young man was usually scruffy and untidy, but he was in his tuxedo so he looked handsome.

2. The hiker stopped.
 The stopping was sudden.
 A skunk stood in her path.
 The skunk's tail was raised.

(3 marks)

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

Superior: The hiker stopped suddenly because a skunk with its tail raised stood in her path.

Superior: The hiker stopped suddenly because of the skunk standing in her path with its tail raised.

Adequate: The hiker stopped suddenly because a skunk stood in her path, and the skunk's tail was raised.

3. The campers rose at sunrise.
 They fell asleep at sunset.
 They did not wear watches.
 They let the sun be their clock.

(3 marks)

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

Superior: The campers, who rose at sunrise and fell asleep at sunset, did not wear watches, but let the sun be their clock.

Superior: The campers, who did not wear watches, rose at sunrise and fell asleep at sunset, letting the sun be their clock.

Adequate: The campers rose at sunrise and fell asleep at sunset, and they did not wear watches but let the sun be their clock.

Marker's Note:

Use of semicolons is appropriate.

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

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

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

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

Missing a word by simple oversight is a technical flaw.

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.

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

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.

A response that consists of a run-on sentence, sentence fragment or more than one sentence warrants 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

Canada Showed the World How to Make Maps

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

Written-response questions (5 marks)

INSTRUCTIONS: Answer questions 4 to 6. Complete sentences are **not** required. Write in **ink**.

4. Give **two** examples of Radarsat's usefulness in disaster management. **(2 marks)**

Paragraph 11

- can determine the rate at which global warming is progressing

Paragraphs 13 and 14

- can determine where an oil spill took place / help manage clean-up of an oil spill
- track movement of the Winnipeg floods / provide information on where to build dikes

5. What **two** goals is the Geological Survey of Canada attempting to achieve in its mapping of Canada's coastline? **(2 marks)**

Paragraph 17

- trying to find the cheapest method to ensure all underwater resources are accessed
- trying to find the fastest method to ensure all underwater resources are accessed
- trying to do so with minimum impacts on the environment

6. **Explain** why Radarsat would have been useful to Louis Sebert in 1947. **(1 mark)**

Paragraph 11

- Radarsat would have been able to gather data from areas difficult to get into.
- Radarsat would have saved him from having to travel into areas he was mapping.
- Radarsat could have saved lives because mapping could have been done remotely.

(NOTE: Answer must show cause and effect.)

PART C: READING: FICTION (POETRY)

Winging It

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

Written-response questions (4 marks)

INSTRUCTIONS: Answer questions 7 and 8. Complete sentences are **not** required. Write in **ink**.

7. a) **Quote** the lines which suggest that the nestlings are crowded in their nest. **(1 mark)**

Lines 11–12

- “(so ready to fledge) they had to face / one east, one west...”

Lines 12–14

- “their beaks / black compass needles slanting past / the world’s rim.”

- b) To what does the narrator compare the nestlings’ beaks? **(1 mark)**

Line 13

- (black) compass needles

8. a) How does the hummingbird get into the narrator’s house? **(1 mark)**

Line 15

- through an open doorway

- b) How does the hummingbird get back outside? **(1 mark)**

Line 19

- the narrator carries it outside

PART D: READING: FICTION (PROSE)

A Man

(pages 4 to 6 in the **Readings Booklet**)

Written-response questions (6 marks)

INSTRUCTIONS: Answer questions 9 to 12. Complete sentences are **not** required. Write in **ink**.

9. a) When does Mark get the orange seeds? **(1 mark)**

Paragraph 8

- **saved them from Christmas**

- b) Why does Mark want to grow the orange seeds? **(1 mark)**

Paragraph 8

- **it was as if he were planting a mystery**
- **they are such a seldom thing**

10. a) Why will the cows not come in on their own? **(1 mark)**

Paragraph 16

- **They don't like the rain / drizzle / may be holed up in a spruce thicket out of the rain.**
- **Because it is raining.**

- b) Quote **one** of Mark's statements that suggests he objects to bringing in the cows. **(1 mark)**

Paragraph 15

- **"They'll come, won't they?" he said. "They come last night."**

Paragraph 17

- **"I'll see if I can hear the bell," Mark said.**

Paragraph 20

- **"Well, if they ain't got sense enough to come themselves a night like this."**

11. Provide evidence which suggests that Joseph feels some guilt and responsibility for Mark's accident? **(1 mark)**

Paragraph 35

- **Joseph visits Mark twice a day.**

Paragraphs 36–39

- **Joseph carried Mark to see the miniature garden.**

Paragraphs 41–43

- **Joseph built Mark a garden.**

Paragraph 49

- **“You don't think I'da made you go for them cows if I'd a knowed you was gonna get hurt, do you?”**

12. The last paragraph states: “Mark knew that never again would he have to...shift...himself at the sound of his father's footsteps.” What does this statement suggest that Mark has learned about his relationship with his father? **(1 mark)**

Paragraph 58

- **does not have to be awkward around his father anymore**
- **will not have to appear to be something he isn't**
- **does not have to “shift himself to the sober footing of common sense” (para 10)**
- **does not have to change to meet his father's expectations of him**
- **his father loves him as he is**

(NOTE: Do not accept a vague answer such as “his father loves him” or “his father is there for him.”)

PART E: FORMATS

Personalized License Plates

(page 7 in the **Readings Booklet**)

Written-response questions (4 marks)

INSTRUCTIONS: Answer questions 13 and 14. Complete sentences are **not** required. Write in **ink**.

13. a) For what reason will ICBC reject an application for the slogan BOBBY! ? (1 mark)

Section: Choosing a Slogan: Restrictions

- use of special symbol, in this case the “!”

- b) For what reason will ICBC reject an application for the slogan Z-0001 ? (1 mark)

Section: Choosing a Slogan: Restrictions

- single letter followed by more than 3 numbers

14. a) Under what condition will the \$100 application fee be refunded? (1 mark)

Section: Costs

- requested slogan is refused
- requested slogan is not available

- b) For what reason does the owner of Personalized Licence Plates pay an annual \$40 fee? (1 mark)

Section: Costs

- to maintain rights to the slogan (and the use of the Personalized Licence Plates)

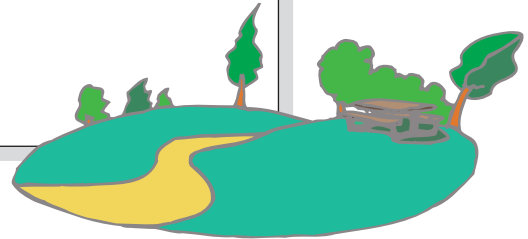
Written-response question (6 marks)

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 **Billie Kerrigan**. Your address is P.O. Box 3165, Grand Forks, BC. Your postal code is V2A 1S2. Use the following situation to write your business letter. (6 marks)

SITUATION

Your city council is planning an 8:00 p.m. closure of the park used by many teens in your community. The council says there have been complaints about noise and vandalism. You feel the complaints are unjustified. In a letter to your council, propose an alternative solution to the problem. Write to Ms. Mary Markin, Communications Officer, City Hall, Grand Forks, BC, V8D 2R0.



MARKS	CONTENT	STANDARD ENGLISH * Body of the Letter
3	<ul style="list-style-type: none"> • Task or problem identified. • Suitable course of action proposed. • Necessary details of future contact stated. • Adequate format. <ul style="list-style-type: none"> – addresses provided are correctly used – date – closing • Task well organized into at least two paragraphs. • Suitable tone, absence of threats. 	<ul style="list-style-type: none"> • Minor grammatical errors may be present. • Correct use of words. • Minor errors in spelling and punctuation.
2	<ul style="list-style-type: none"> • Requirements merely restated. • Either Task / Problem or Expectations / Solution incomplete. • Body of letter adequate, but one paragraph. • Suitable tone, absence of threats. 	<ul style="list-style-type: none"> • Mainly correct use of words. • Grammatical errors are present but do not predominate. • Errors in spelling and punctuation do not interfere with meaning.
1	<ul style="list-style-type: none"> • Body of letter poorly organized. • Suitable tone, absence of threats. 	<ul style="list-style-type: none"> • Grammatical errors predominate. • Frequent incorrect use of words. • Spelling and punctuation errors interfere with meaning.
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.

(24 marks)

PROMPT A

Movies can affect different people in different ways

OR

PROMPT B

Describe a time when you thought you were lost.

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