

Communications 12
 June 2004 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	22.	C	K	1	3
2.	D	K	1	1	23.	D	K	1	3
3.	C	K	1	1	24.	C	U	1	3
4.	C	K	1	1	25.	B	U	1	3
5.	A	K	1	1	26.	C	H	1	3
6.	B	K	1	1					
7.	A	K	1	1	27.	B	K	1	4
8.	D	K	1	1	28.	B	K	1	4
9.	B	K	1	1	29.	D	U	1	4
10.	C	K	1	1	30.	B	K	1	4
					31.	A	U	1	4
11.	D	U	1	2	32.	A	K	1	4
12.	D	K	1	2	33.	B	U	1	4
13.	D	K	1	2	34.	A	U	1	4
14.	C	U	1	2	35.	D	U	1	4
15.	C	U	1	2	36.	D	H	1	4
16.	B	K	1	2					
17.	C	K	1	2	37.	C	K	1	5
18.	D	U	1	2	38.	D	K	1	5
					39.	B	U	1	5
19.	A	K	1	3	40.	B	U	1	5
20.	D	K	1	3	41.	B	K	1	5
21.	B	U	1	3	42.	B	K	1	5

Multiple Choice = 42 marks

Written Response

Q	B	C	S	T	Q	B	C	S	T
1.	1	U	3	1	4.	4	H	12	5
2.	2	U	3	1					
3.	3	U	3	1	5.	5	H	24	6

Written Response = 45 marks

Multiple Choice = 42 (42 questions)
Written Response = 45 (5 questions)

TOTAL = 87 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 trail was steep.
The trail was rocky.
The trail led to the view.
The view was spectacular.

(3 marks)

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

Superior: The steep, rocky trail led to the spectacular view.

Superior: Leading to the spectacular view was the steep, rocky trail.

Adequate: The trail was steep and rocky, and it led to the view that was spectacular.

2. Shawn had a dirt bike.
Shawn took good care of the bike.
The bike was a gift.
The gift was from his grandfather.

(3 marks)

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

Superior: Shawn took good care of the dirt bike, which was a gift from his grandfather.

Superior: Shawn took good care of the dirt bike that his grandfather had given him.

Adequate: The dirt bike was a gift from Shawn's grandfather, and Shawn took good care of it.

3. The paddlers set out early in the morning.
 They had a planned route.
 They had checked the tides.
 They wanted to be safe.

(3 marks)

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

Superior: In order to be safe, the paddlers planned their route and checked the tides before they set out early in the morning.

Superior: After checking the tides to be safe, the paddlers set out early in the morning on their planned route.

Adequate: The paddlers had a planned route, and they checked the tides because they wanted to be safe, and they set out early in the morning.

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.

Written-Response Question (12 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**.

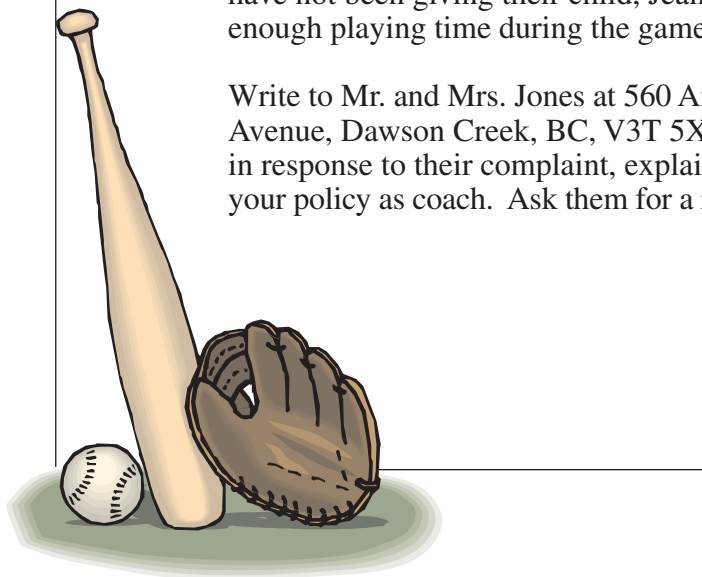
4. Assume your name is **Sam Kowal**. You live at 2518 Chestnut Street, Dawson Creek, BC. Your postal code is V3T 6P7. Use the following situation to write your business letter. **(12 marks)**

SITUATION

You are the coach for the Happy Dale Boys and Girls Under 12 Softball Team. There are twenty children on the team. Nine members can play ball at any one time.

The parents of one of your team members have written to you complaining that you have not been giving their child, Jean, enough playing time during the games.

Write to Mr. and Mrs. Jones at 560 Amelia Avenue, Dawson Creek, BC, V3T 5X4 in response to their complaint, explaining your policy as coach. Ask them for a reply.



MARKS	CONTENT	STANDARD ENGLISH * Body of the Letter
3	<ul style="list-style-type: none"> • Task or problem identified. • Specific course of action proposed. • Suitable closing statement. • An acceptable format: <ul style="list-style-type: none"> – addresses provided are correctly used – date – complimentary closing – signature • 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 acceptable, but only 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**.

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

(24 marks)

a)

PROMPT A

Teenagers can determine their own future.

OR

b)

PROMPT B

I knew that my wish had come true.

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 (No Response).

END OF KEY