

Communications 12
2007/08 Released Exam
August 2008 — Form A

Provincial Examination — Answer Key

Cognitive Processes

- C = Writing
- W = Retrieve Information
- X = Recognize Meaning
- Y = Interpret Texts
- Z = Analyze Texts

Question Types

- 16 = Multiple Choice (MC)
- 4 of 5 = Written Response (WR)

Topics

- 1. Literary Text
- 2. Informational Text
- 3. Communication Products
- 4. Composition

Weightings

- 15%
- 30%
- 25%
- 30%

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	A	Y	1.5	1	—	MC
2.	C	Y	1.5	1	—	MC
3.	C	Y	1.5	1	—	MC
4.	B	X	1.5	1	—	MC
5.	D	X	1.5	1	—	MC
6.	A	Y	1.5	1	—	MC
7.	D	X	1.5	1	—	MC
8.	D	Z	1.5	1	—	MC
9.	C	W	1.5	2	—	MC
10.	B	Y	1.5	2	—	MC
11.	C	Y	1.5	2	—	MC
12.	C	X	1.5	2	—	MC
13.	A	Z	1.5	2	—	MC
14.	C	Y	1.5	2	—	MC
15.	A	Y	1.5	2	—	MC
16.	A	Y	1.5	2	—	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	—	Z	12	2	—	WR
2.	—	C	12	3	—	WR
3.	—	C	9	3	—	WR
Option						
4.	—	C	24	4	—	WR
OR						
5.	—	C	24	4	—	WR

Communications 12
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Provincial Examination — Scoring Guide

PART B: INFORMATIONAL TEXT

8 multiple-choice questions
1 written-response question
Value: 30%

Suggested Time: 30 minutes

INSTRUCTIONS: Read the following selection and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

This article explains the methods used by three First Nations brothers to build a canoe.

Nuu-chah-nulth Canoe Carving

by Jacqueline Windh

(adapted)

- 1 Until less than a century ago, dugout canoes were the most important method of travel on the west coast. Today, First Nations canoe carvers maintain the tradition of carving dugout canoes by combining techniques and knowledge handed down for many generations with time-saving modern tools like chainsaws and metal axes.
- 2 Joe, Carl and Bill Martin are brothers who have learned the art of canoe-building from both of their grandfathers, as well as from a bit of trial and error. With each canoe, they learn and refine their methods.
- 3 A log of red cedar is selected. Key things they look for are straight grain, as few knots as possible, no evidence of rot in the centre of the log, and of course sufficient width to make a well proportioned canoe of the desired length.
- 4 Although Joe uses ancient traditional knowledge to design each canoe, he has adapted his carving methods to modern technology in order to speed up the roughing out process. Formerly, carving a canoe using knives and chisels made of shell and bone was a task that would have taken most of a winter, but Joe is able to rough out the outside of the canoe in a matter of weeks. He uses an Alaska mill¹ to square off and cut a log, from which he hopes to get a canoe as well as two totem poles.



Figure 1

- 5 He works on the shear line, the broad curve that will be the top of the canoe. Then he turns the log over, so that what will be the bottom of the canoe is upward. He draws guidelines onto the wood, to design the outer curves of the hull. He starts on one side, doing a series of chainsaw cuts, hammering out the blocks of wood, and planing the rough wood smooth, then he turns to the other side.
- 6 Holes are drilled into the hull at regular intervals, and segments of dowel of pre-determined length are inserted into the holes. These are markers, so that when digging out the canoe, the carver knows when he has reached the right thickness, and not to plane any more away. This traditional method is a very accurate way to ensure that the canoe is of an appropriate and even thickness.

(continued on next page)

¹ Alaska mill: a tool

- 7 The shape of the outside is continually refined, as more guidelines are drawn and more wood is removed by planing. Finally, the outer shape is complete: streamlined, symmetrical, and smooth.
- 8 The next step is to flip the canoe over and start to dig it out. Today this is done by roughing out blocks with chainsaws, then using hammers, wedges and crowbars to lever out the big chunks of wood. If the chunks of wood can be removed with enough care to prevent splitting, they can be used to later carve masks and other large items. In the past, the canoe was dug out by a combination of chiseling and controlled burning, using wet clay to stop the fire in parts that had burnt enough.
- 9 The prow and stern pieces of a Nuu-chah-nulth canoe are carved separately and are attached to the dugout. A notch is cut in the curve of the joint, so that the piece is secure and won't slip, and the joint is filed with care until the fit is exact. In the old days, the prow and stern were attached with rope made from flexible cedar branches or roots, through holes drilled into the side of the canoe, and the joint was sealed with spruce pitch. These days, they are attached by epoxy² and anchored with screws.
- 10 Days are spent working the inside of the canoe with a D-adze. The D-adze is a traditional tool from the northwest coast, with a handle of wood or bone and a blade formerly made from stone, but now usually forged by the carvers from car leaf springs.
- 11 One last part of shaping the canoe remains: steaming it. Canoes are deliberately carved a bit too narrow for their length, because the carvers know that they can widen them later.
- 12 Finally, the canoe is painted, and seats and gunwales³ are added.
- 13 The day when a new canoe is launched is a special one. Chiefs are often in attendance, and they speak of traditions and honour the canoe carvers. With drumming and songs, the Creator is thanked for the canoe that he has given the community, which they can use to gather resources, and he is asked to help to protect those resources. The canoe is given a name, and carried down to the water.
- 14 The maiden voyage of a new canoe is an exciting event for everyone. A tree that gave up its life finds a new life on the water. The community rejoices with the addition of a new canoe to its fleet. For the carvers, it is an opportunity to finally get to know the new canoe that they have been so close to for so long, testing its speed, its stability, its maneuverability, and storing all of that information so that, in the world of trial and error, their next canoe may be even better.

² epoxy: *a type of glue*

³ gunwale: *the upper edge of the side of a boat*

PART B: INFORMATIONAL TEXT
WRITTEN RESPONSE

INSTRUCTIONS: In paragraph form and in approximately **125 words**, answer question 1 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space to plan your work. The mark for your answer will be based on the appropriateness of the examples you use as well as the adequacy of your explanation and the quality of your written expression.

1. Refer to the article **Nuu-chah-nulth Canoe Carving** on pages 7 and 8.

What positive qualities of Joe Martin’s character are revealed in the process of canoe carving? Support your answer with references to the article.

Note:

- **Other answers are possible.**
- **Students may use a variety of paragraph forms, including paragraphs with supporting points given in a bulleted list.**

Suggestions Regarding Response:

- **respect for tradition (paragraph 1)**
- **teamwork/cooperation (paragraph 2, Figure 1)**
- **continuous learning/improvement (paragraph 2, 4)**
- **openness to modern techniques and tools (paragraph 4, 9, 10)**
- **attention to detail (paragraph 5–12)**
- **skill (paragraph 5–12)**
- **aesthetic sensitivity (paragraph 6, 7, 12)**
- **respect for Nuu-chah-nulth spirituality (paragraph 13, 14)**
- **respect for natural resources/stewardship (paragraph 8, 13, 14)**
- **sense of community (paragraph 13, 14, Figure 1)**

**SCORING GUIDE FOR INFORMATIONAL TEXT
WRITTEN RESPONSE (PART B)**

SCALEPOINT	CONTENT
6	<p>This superior response shows a thorough understanding of the passage and addresses all important elements of the question. The response is accurate, clear, complete, and well supported with evidence from the text. The response, however, need not be error free.</p> <ul style="list-style-type: none"> • Shows logical development of argument or ideas, including relevant and integrated details • May make connections with own experience, extend information from the text, or make inferences
5	<p>This effective response shows a clear understanding of the passage and addresses important elements of the question. The response is clear, organized, and supported with evidence from the text. Minor errors in content or language may be present.</p> <ul style="list-style-type: none"> • Shows logical development of argument or ideas, including relevant details • May make connections with own experience, extend information from the text, or make inferences
4	<p>This competent response shows understanding of the passage and addresses the main elements of the question. The response is supported with sufficient evidence from the text. Errors in content or language may be present, but do not impede meaning.</p> <ul style="list-style-type: none"> • Shows development of argument or ideas • Response addresses the task in a straight-forward manner • May make connections with own experience
3	<p>This adequate response shows some understanding of the passage and generally addresses the question. The response is weakly developed. Errors in content or language sometimes impede meaning.</p> <ul style="list-style-type: none"> • Includes some details • Support may not clearly relate to the task
2	<p>This inadequate response shows a flawed understanding of the passage, and the question is not well-addressed. The response is unclear or incomplete. Errors in content or language impede meaning.</p> <ul style="list-style-type: none"> • Ideas are not developed, or are merely a re-statement of text • Little or no support from the text
1	<p>This unacceptable response compounds the problems of “2”. It may be unintelligible or too short to meet the requirements of the task.</p>
0	<p>There is no attempt to address the topic, or the response shows a complete misunderstanding of the text and task. A zero can be assigned only by the marking chair or designate.</p>
NR	<p>No response is given. Papers which are left blank will be given a mark of NR (No Response).</p>

VISUAL DESIGN

INSTRUCTIONS: Answer question 2 in the **Response Booklet**. Use the **Organization and Planning** page to plan your work.

Read the situation below and create an appropriate visual design (complete with title). Use a variety of text, visuals, and graphics to support the message.

You may use some of the following symbols in your visual design.

- underline words to indicate *italics*
- (circle) words to indicate **bold**
- | |
|---------------------|
| describe
graphic |
|---------------------|

 use a box to indicate the look and placement of a graphic

2. Scenario:

You are **Jamie Hanna**, a grade 12 student at Revelstoke Secondary School. A teacher at your school is arranging a European trip for interested grade 12 students. You and another grade 12 student will help advertise the trip.

Task:

Read the information below. Create an effective poster to inform grads of the upcoming European trip and to encourage them to participate.

Information:

You are discussing the trip to Europe with your classmate Hayden and your teacher, Ms. Foreman.

Jamie: “Thank you for organizing this trip, Ms. Foreman. I can’t believe I have a chance to go to Europe on Spring Break!”

Ms. Foreman: “You’re welcome. I think it’s important to travel and see the world at your age. Last year’s trip was a great success, and we have a slide show to present to people interested in going this year.”

Hayden: “So what job do you have for us?”

Ms. Foreman: “I need your help to get the word out to the grads and their parents or guardians.”

Jamie: “Hayden and I could make some posters for around the school, but I’m not sure what really needs to be on them.”

Hayden: “To hook everyone into the idea, we need to tell them where we’ll travel, when we’ll be going, and how much it will cost.”



(continued on next page)

Ms. Foreman: “We’ll be going to London and Paris. It will cost \$3000, but don’t worry; there will be plenty of fundraising opportunities so that everyone can afford to go. We must encourage all interested people to attend the meeting — we need at least 12 students to commit for this to be cost effective.”

Jamie: “Has the travel company given you a deadline to have the kids signed up?”

Ms. Foreman: “Yes, I need to book the trip no later than October 31. So the meeting for grads and parents will be held in my room September 12 at 7 p.m.”

Hayden: “Well, Jamie, let’s get at it then! London and Paris, here we come!”



Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

WRITING ON THIS PAGE WILL NOT BE MARKED

VISUAL DESIGN

Sample Response

Note: A wide variety of creative approaches is to be expected.

Paris

Graphic of Eiffel Tower

London

Graphic of Big Ben

Grads of 2008
Let's Go To Europe!

Spring Break

\$3000 But Don't Fear!

There will be Tons of Fundraising
so Everyone can afford it!

Come to the
Informational
Meeting

For you and your parents/guardians!

September 12
7:00 pm
Ms. Foreman's Room 908

Graphic of students with backpacks

Graphic of a tour bus

Bon Voyage!

SCORING GUIDE FOR VISUAL DESIGN (PART C)

SCALEPOINT	CONTENT
6	<p>This superior response is thoughtful and creative. The product need not be error free.</p> <ul style="list-style-type: none"> • Clearly demonstrates understanding of context, audience, purpose • Effective; includes all significant details • Logical in organization; uses parallel structure; layout is balanced • Effective titles and headings; effective emphasis • Effective use of visuals and graphics
5	<p>This very good response is clear and effective. There may be minor weaknesses in the product.</p> <ul style="list-style-type: none"> • Shows understanding of context, audience, purpose • Accurate; includes most significant details • Logical in organization; uses parallel structure; layout is generally balanced • Appropriate titles and headings; appropriate emphasis • Appropriate use of visuals and graphics
4	<p>This competent response is generally acceptable. There may be gaps or weaknesses in the product.</p> <ul style="list-style-type: none"> • Generally appropriate for context, audience and purpose • Appropriate details, but may include some redundancy • Evidence of organization and parallel structure; layout may lack balance • Acceptable titles and headings; acceptable emphasis • Acceptable use of visuals and graphics
3	<p>This adequate response is minimally acceptable. There are gaps or weaknesses in the product.</p> <ul style="list-style-type: none"> • Minimally acceptable for context, audience and purpose • May contain redundancy or irrelevant details/details may be weak or missing • Layout lacks balance • Some evidence of organization; parallel structure and appropriate emphasis are weak • Titles, headings, visuals and graphics are weak or missing
2	<p>This inadequate response is incomplete and unclear. There are significant gaps or weaknesses in the product.</p> <ul style="list-style-type: none"> • Less than minimally acceptable for context, audience and purpose • Contains redundancy or irrelevant details/significant information is missing • Layout lacks balance • Little evidence of organization; lacks parallel structure and appropriate emphasis • Titles, headings, visuals and graphics are missing or unacceptable
1	<p>This unacceptable response does not meet the purpose of the task. Significant information is omitted and the layout is inappropriate.</p>
0	<p>This response is off topic or unintelligible. A zero can be assigned only by the marking chair or designate.</p>
NR	<p>No response is given. Papers which are left blank will be given a mark of NR (No Response).</p>

PART C: BUSINESS LETTER

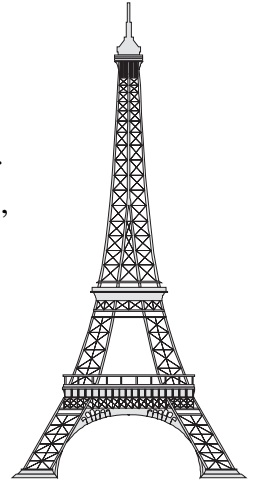
INSTRUCTIONS: Answer question 3 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** page to plan your work.

Writing as the individual below and using the information provided, write a **business letter of more than one** paragraph. Use complete and correct sentences.

3. You are **Jamie Hanna**, a grade 12 student at Revelstoke Secondary School, in charge of fundraising for the upcoming European trip. Your address is 44 Oberon Street, Revelstoke, BC V0E 2S0.

One fundraising activity will be selling sub sandwiches at school between October and February. You want to arrange a daily order of 100 subs through Dan Somers, owner of Lee's Deli, to be delivered to the school by lunchtime every school day. You would like to request a 10% discount in exchange for free advertising for his business.

Write a formal letter of request to Dan Somers, owner of Lee's Deli, 367 Mackenzie Avenue, Revelstoke, BC V0E 2S0.



Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

WRITING ON THIS PAGE WILL NOT BE MARKED

SCORING GUIDE FOR BUSINESS LETTER (PART C)

Note: • Letters containing profanity and/or threats may be awarded a zero

SCALEPOINT	CONTENT
6	<p>This superior response is clear and complete, and shows a correct use of business letter format. It demonstrates a superior control of language and sentence structure, but need not be error free.</p> <ul style="list-style-type: none"> • Task or problem identified, and communicated effectively • Language and tone clearly demonstrate a full understanding of context, audience, purpose • Specific course of action proposed/suitable closing statement
5	<p>This effective response is clear, and shows correct use of business letter format. It demonstrates the use of Standard English; however, there may be minor errors that do not interfere with meaning.</p> <ul style="list-style-type: none"> • Task or problem identified, and communicated effectively • Language and tone demonstrate an understanding of context, audience, purpose • Specific course of action proposed/suitable closing statement
4	<p>This competent response is generally clear. It attempts the correct use of business letter format. It generally demonstrates the use of Standard English including correct sentence structure. However, there may be omissions or errors that do not interfere with meaning.</p> <ul style="list-style-type: none"> • Ideas are sufficiently organized and communicated • Language and tone generally demonstrate an understanding of context, audience, purpose • Course of action proposed/suitable closing statement
3	<p>This adequate response may lack clarity and organization. It attempts the correct use of business letter format. Ideas are often simplistic and there are some lapses in the use of Standard English including sentence structure. Errors may interfere with meaning, but do not predominate.</p> <ul style="list-style-type: none"> • Task or problem poorly communicated • Includes some of the necessary details • Language and tone may be minimally acceptable for a business letter • Course of action may be absent or vague/closing statement may be absent or unsuitable
2	<p>This inadequate response lacks clarity and organization. It fails to use correct business letter format. Ideas are often simplistic or incomplete. There are frequent lapses in use of Standard English including sentence structure. Errors predominate, and may interfere with meaning.</p> <ul style="list-style-type: none"> • Task or problem may not be identified • Course of action may be absent or vague • Closing statement may be absent or unsuitable • Language and tone may be inappropriate for a business letter • Demonstrates a lack of understanding of context, audience, purpose
1	<p>This response is unacceptable. An attempt to respond was made, but the product does not meet the purpose of the task. Significant information is omitted and the layout is inappropriate.</p>
0	<p>This response is off topic or unintelligible. A zero can be assigned only by the marking chair or designate.</p>
NR	<p>No response is given. Papers which are left blank will be given a mark of NR (No Response).</p>

PART D: COMPOSITION

1 written-response question
Value: 30%

Suggested Time: 35 minutes

INSTRUCTIONS: Answer **one** of the following questions in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space to plan your work.

Write a multi-paragraph composition of approximately **200 to 250** words based on **one** of the following topics, using standard English. In your composition, you may use any appropriate method of development. You may explain, persuade, or describe, or you may tell a story.

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

4. Travel can be a rewarding experience.

OR

5. I stood up for what I believed was right.

Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

WRITING ON THIS PAGE WILL NOT BE MARKED

SCORING GUIDE FOR COMPOSITION (PART D)

SCALEPOINT	CONTENT
6	This superior response 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.
5	This effective response is 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.
4	This competent response 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.
3	This adequate response 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.
2	This inadequate response 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.
1	This unacceptable response 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.
0	<p>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:</p> <ul style="list-style-type: none"> 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. <p>A zero can be assigned only by the marking chair or a designate.</p>
NR	Papers which are left blank are given a mark of NR (No Response).