

Communications 12
2008/09 Released Exam
August 2009 — 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	Question Source
1.	B	X	1.5	1	—	MC	
2.	B	W	1.5	1	—	MC	
3.	A	Y	1.5	1	—	MC	
4.	C	X	1.5	1	—	MC	
5.	A	X	1.5	1	—	MC	
6.	A	Y	1.5	1	—	MC	
7.	B	Y	1.5	1	—	MC	
8.	A	Z	1.5	1	—	MC	
9.	D	X	1.5	2	—	MC	
10.	D	X	1.5	2	—	MC	
11.	B	Y	1.5	2	—	MC	
12.	C	Y	1.5	2	—	MC	
13.	D	X	1.5	2	—	MC	
14.	C	Y	1.5	2	—	MC	
15.	D	Y	1.5	2	—	MC	
16.	A	Z	1.5	2	—	MC	

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
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
2008/09 Released Exam
August 2009 — Form A
Provincial Examination — Scoring Guide

PART B: INFORMATIONAL TEXT

Read this article to learn about the father of six famous National Hockey League (NHL) players.

The Sutter Father

by Mark Spector

(adapted)



- 1 If you grew up in a small town like Viking, Alberta, or played a hockey tournament in any one of those heart-and-soul farming communities that dot our country, you can probably close your eyes and picture Louis Sutter.
 - 2 The United Grain Growers ball cap, a pair of blue jeans, maybe with suspenders. Hands washed, but never a hundred percent clean of the grease and diesel that flow from a farmer's endless repair jobs. Standing at the glass, with an elbow on the corner boards and a styrofoam cup of rink coffee in his other hand. A bit of a belly.
 - 3 Talkin' weather, talkin' hockey. Raising up a farmhouse full of kids who would become known to Canadians from coast-to-coast and idolized in Alberta, where Viking will be referred to forever, as the sign on the edge of town proclaims, "The Home of The Sutters."
 - 4 "Louie is the father of a family who gave many young kids like myself an example. Someone to look up to and follow. To respect. He was the dad of those boys, and that meant a lot," said Viking-born Cory Clouston, the Kootenay Ice head coach who has Darryl's boy Brett Sutter in his Western Hockey League lineup. "They knew hard work, those boys. And Lou instilled values that, I think, are missing in many of the kids today."
 - 5 Just days after the film crews pulled out of Edmonton, where they were shooting *Waking up Wally: The Walter Gretzky Story*, Canada's other legendary hockey father died February 10, 2005
- in the Viking hospital after a long illness. Louis John Sutter was 73, and true to form, fought that legendary Sutter fight right to the final buzzer.
 - 6 While Walter Gretzky would not go unrecognized on virtually any street in any city in Canada, Louie Sutter was quite the opposite. Although he made many trips up and down Highway 2 to see his six NHL sons play games in Calgary and Edmonton, he limited his playoff appearances mostly to Stanley Cup finals, which always took place after the crop was in the ground.
 - 7 "A lot of time, when playoff games were going on or whatever, he was putting the crop in. The crop was more important," Duane, the fourth son, said. "He could watch us on TV, or somebody else could tell him how we played."
 - 8 The family still gets together at the same 800-square-foot¹ house on about 1 400 acres² southeast of Edmonton where Louie Sutter and his wife Grace raised their seven boys. Duane, who won four Stanley Cups in the early 1980s as a New York Islander, said he probably learned more from his father on the Sutter farm than at a hockey rink.
 - 9 "Trying to keep up with him when you were shovelin' grain," he said. "If you didn't keep up or stay slightly ahead, he'd embarrass you."
-
- ¹ foot: .3 metre
² acre: .4 hectare

(continued on next page)

	YEARS	TEAMS	GP	G	A	PTS	PIM	CUPS
	Brian 1976 – 88	St. Louis	779	303	333	636	1 786	0
	Darryl 1979 – 87	Chicago	406	161	118	279	288	0
	Duane 1979 – 90	NYI, Chicago	731	139	203	342	1 333	4
	Brent 1980 – 98	NYI, Chicago	1 111	363	466	829	1 054	2
	Rich 1982 – 95	Pit, Phi, Van, St. L Chi, T.B., Tor	874	149	166	315	1 411	0
	Ron 1982 – 01	Phi, St. L, Que, NYI Bos, S.J., Cgy	1 093	205	329	534	1 352	0
	81 SEASONS	12 TEAMS TOTAL:	4 994	1 320	1 615	2 935	7 224	6
Legend	GP = Games Played		PTS = Points					
	G = Goals		PIM = Penalty Minutes					
	A = Assists		CUPS = Number of Stanley Cups won					

Figure 1

- 10 From the Patrick brothers of the early 1900s, through the Conachers, Bentleys and Richards, to the Howes, Hulls, Espositos, Stastnys and Hunters, no other family has left a mark on the NHL like the Sutters. There was a five-year span during the 1980s—before Darryl became the first to retire—when, for the first time in the NHL, six brothers played in the league at the same time. By the time the twins had retired, the Sutter boys had amassed 4 994 games played (plus 603 playoff games), 1 320 goals, 2 935 points, and of course, 7 224 minutes in penalties.
- 11 “Dad coached Gary, the oldest son and the only one not to play in the NHL, and Brian right up through peewee,” Ron said. “Then, later, as there got to be too many of us playing, and the further we moved up, Dad never interfered. He let the coaches coach. When there was something important and necessary to be said, Dad always said it—to us.
- 12 “One thing he always said was, ‘Try your best, work hard, and have fun doin’ it.’ Whether it was hockey, or baseball or fastball. Or even when we used to play flag football at home. He was like, ‘Go all out, or go home.’ ”
- 13 “He just wanted you to compete,” Duane said. “If you took a penalty for runnin’ your mouth, he’d tell you he wasn’t taking you back.”
- 14 Duane can’t recall ever walking back to the farm from the Viking arena though. “Well, you learned,” he said. “From the older ones.”
- 15 While Gary never pursued a career in the NHL, each of his six younger brothers is still working in the game today. Brian, 48, is the head coach of the Chicago Blackhawks. Darryl, 46, took the Calgary Flames to the Stanley Cup Final in 2004 as their coach and General Manager (GM). Duane, 44, is the director of player development for the Florida Panthers. Brent, 42, is the coach, GM, and owner of the Red Deer Rebels of the Western Hockey League, and he also coached Canada to an undefeated, gold-medal performance at the 2005 world junior championship. At age 41, the twins are both pro hockey scouts, with Ron working for Calgary and Rich for the Minnesota Wild.
- 16 While Calgary drafted Brian’s son Shaun in 1998, Darryl’s boy Brett is 17 and playing for the Kootenay Ice.
- 17 “And there’s three or four comin’ up the line still,” Brett told the *Post*.
- 18 Some fans loved the Sutter boys, others, not so much. But you had to give them one thing: they played the game like Canadians, with lines of fresh stitches on their faces and hearts as big as their father’s fields back home.
- 19 “I think everybody has this image that we’re kind of hard-core,” Duane said. “Probably a lot of people don’t realize there is a lot of passion, and compassion for other people. For our families.”
- 20 Duane’s daughter Kassie, an 18-year-old senior playing Florida high school basketball, plays her game like her uncles played theirs.
- 21 “She was nominated for all-state, actually. Pretty good for an Alberta girl.”
- 22 Around Viking, they’ll tell you she comes from mighty good stock.

PART B: INFORMATIONAL TEXT
WRITTEN RESPONSE

INSTRUCTIONS: In paragraph form and in at least **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 **The Sutter Father** on pages 5 and 6.

What important lessons did the Sutter boys learn from their father, Louis Sutter?
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:

- **to be proud of where they came from (para. 3)**
- **to value hard work—“ ‘They knew hard work, those boys.’ ” (para. 4, 12, 13)**
- **to be persistent and determined—“ ‘Louis John Sutter was 73, and true to form, fought that legendary Sutter fight right to the final buzzer’ ” (para. 5, 9, 12)**
- **to have clear priorities and to live by them (para. 6, 7)**
- **to understand that family and home are important (para. 8, 9)**
- **to have fun doing what they were doing—“ ‘Try your best, work hard, and have fun doin’ it’ ” (para. 12)**
- **to show respect to others—(para. 11, 13)**
- **to have passion for what they do, and compassion for others (para. 19)**

**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>

PART C: COMMUNICATION PRODUCTS

VISUAL DESIGN

INSTRUCTIONS: Answer question 2 in the **Response Booklet**. Use the **Organization and Planning** space 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 **Devon Waters**, a student at King Secondary School. Your automotive repair class is planning a car wash to raise money for Cops for Cancer. You and two friends are helping to advertise the car wash.

Task:

Read the information below. Create an effective handout to be distributed throughout your local community. Your handout should encourage drivers to attend your car wash, and should include the necessary details.

Information:

You and two friends, Karl and Cindy, are discussing ideas for your handout.

Devon: “What will bring people out to our car wash? We want as many as possible to come.”

Karl: “I think most people will want to support Cops for Cancer, especially if they know that they’ll be helping kids.”

Cindy: “I agree. We should let them know that all the money we raise goes to programs for kids with cancer. It also helps their families.”

Karl: “Exactly. They help keep that camp on Lake McKenzie going. The camp gives kids recovering from cancer a chance to have some fun. Lots of the money goes to research too.”

Devon: “Sounds good. What else needs to go on this handout? The time and place, of course, for starters.”

Cindy: “Gordon’s Garage at Harrison and 12th Street is letting us use their space and equipment.”



Karl: “Awesome. And the date is Saturday, May 6th, from eight in the morning to four in the afternoon.”

Cindy: “What’ll we charge? I think we should just ask for donations. That way it’ll be easy for people to give what they can.”

Karl: “It’s such a cool cause. Let’s include the website for Cops for Cancer on our handout so people can look them up if they want to. It’s www.cancer.ca/copsforcancerbc.”

Devon: “Okay, we’re ready. Let’s make a handout that will really pull in the crowds.”

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.

EVERYONE WELCOME TO ATTEND OUR

CAR WASH
TO SUPPORT
COPS FOR CANCER

Saturday, May 6 8 A.M.– 4 P.M.

at
GORDON'S GARAGE
Harrison and 12th Street
Cost by Donation

Picture of a teenager
washing a car

SUPPORT

\$ \$ \$

RESEARCH FOR CANCER

CAMP McKENZIE FOR KIDS

PROGRAMS FOR FAMILIES

Leave all the washing to us

Help children recovering from cancer

Organized by King High Auto Repair Class
All proceeds to Cops for Cancer
www.cancer.ca/copsforcancerbc

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 effective response is clear and meets the purpose of the task. 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 **Devon Waters**, an automotive student at King Secondary School. Your address is 654 Terminus Street, High Pine, BC V3R 5Y5.

Gordon's Garage has a position available on weekends for a lot attendant. Duties include washing and cleaning cars, and moving cars on the lot.

Write a formal letter of application to Mr. Gordon Williams, owner of Gordon's Garage, 3021 12th Street, High Pine, BC V4T 2M3.

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

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 at least **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. Gifts can come in many different forms.

OR

5. I enjoyed a typically Canadian experience.

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	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: <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. A zero can be assigned only by the marking chair or a designate.
NR	Papers which are left blank are given a mark of NR (No Response).