

Communications 12
June 1999 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. | D | K | 1 | 21. | D | U | 3 |
| 2. | A | K | 1 | 22. | B | U | 3 |
| 3. | A | K | 1 | 23. | C | K | 3 |
| 4. | C | K | 1 | 24. | B | H | 3 |
| 5. | D | K | 1 | 25. | D | K | 4 |
| 6. | C | K | 1 | 26. | A | U | 4 |
| 7. | D | K | 1 | 27. | A | U | 4 |
| 8. | D | K | 1 | 28. | D | U | 4 |
| 9. | B | K | 1 | 29. | C | U | 4 |
| 10. | C | K | 1 | 30. | B | U | 4 |
| 11. | B | U | 2 | 31. | A | U | 4 |
| 12. | A | K | 2 | 32. | D | K | 4 |
| 13. | D | U | 2 | 33. | A | H | 4 |
| 14. | B | U | 2 | 34. | A | U | 5 |
| 15. | B | H | 2 | 35. | B | K | 5 |
| 16. | B | K | 2 | 36. | D | K | 5 |
| 17. | A | K | 2 | 37. | B | K | 5 |
| 18. | C | K | 3 | 38. | D | K | 5 |
| 19. | D | K | 3 | 39. | D | K | 5 |
| 20. | C | U | 3 | 40. | B | K | 5 |

Multiple Choice = 40 marks

Written Response

| Q | B | C | T | S | Q | B | C | T | S |
|-----|----|---|---|---|-----|----|---|---|----|
| 1. | 1 | U | 1 | 3 | 11. | 11 | U | 3 | 2 |
| 2. | 2 | U | 1 | 3 | 12. | 12 | U | 4 | 2 |
| 3. | 3 | U | 1 | 3 | 13. | 13 | U | 4 | 3 |
| 4. | 4 | U | 2 | 2 | 14. | 14 | K | 4 | 2 |
| 5. | 5 | U | 2 | 2 | 15. | 15 | H | 4 | 2 |
| 6. | 6 | H | 2 | 1 | 16. | 16 | H | 4 | 1 |
| 7. | 7 | K | 2 | 2 | 17. | 17 | K | 5 | 2 |
| 8. | 8 | K | 2 | 1 | 18. | 18 | K | 5 | 2 |
| 9. | 9 | K | 3 | 2 | 19. | 19 | H | 5 | 6 |
| 10. | 10 | K | 3 | 1 | 20. | 20 | H | 6 | 18 |

Written Response = 60 marks

Multiple Choice = 40 (40 questions)
Written Response = 60 (20 questions)

TOTAL = 100 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 light kept blinking.
The light was on the dashboard.
The dashboard was in Jill’s new car.
The blinking indicated a problem.

(3 marks)

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

Superior: The light on the dashboard in Jill’s new car kept blinking, indicating a problem.

Superior: The light which kept blinking on the dashboard of Jill’s new car indicated a problem.

Adequate: The light kept blinking and indicated a problem, and the light was on the dashboard in Jill’s new car.

2. The pigs squealed and grunted.
The pigs jostled their way to the fence.
The pigs hoped to be the first to reach the food scraps.
The scraps were thrown to them.

(3 marks)

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

Superior: The squealing and grunting pigs jostled their way to the fence, hoping to be the first to reach the food scraps thrown to them.

Superior: The pigs squealed and grunted as they jostled their way to the fence, hoping to be the first to reach the food scraps thrown to them.

Adequate: The pigs squealed and grunted as they jostled their way to the fence because they hoped to be the first to reach the food scraps which were thrown to them.

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

3. Tension rose in the cheering crowd.
 The cheering was frantic.
 The clock ticked down.
 The score remained tied.

(3 marks)

Superior: Tension rose in the frantically cheering crowd as the clock ticked down and the score remained tied.

Superior: Tension rose in the crowd who cheered frantically as the clock ticked down and the score remained tied.

Adequate: The cheering was frantic as the tension rose in the crowd and the clock ticked down with the score remaining tied.

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

After You

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

Written-response questions (8 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

4. a) The narrator likens the way society runs to an engine. What role do good manners play in keeping the engine of society running? **(1 mark)**

Paragraph 1

- **Manners (and etiquette) are the lubricants that keep the gears of interaction running.**

Note: may be paraphrased.

- b) In what way does the narrator feel that a lack of good manners is like behaviour aboard a sinking ship such as the *Titanic*? **(1 mark)**

Paragraph 1

- **Everyone trying to get through a door at the same time is like people trying to get off a sinking ship.**

or

- **Rules are important in times of crises (paraphrased).**

5. What **two** expressions does the narrator use that mean the same as “imitative behaviour”? **(2 marks)**

Paragraph 5

The narrator uses the expressions

- **“monkey see, monkey do”**
- **“courtesy is contagious”**
- **“follow the speeder”**
- **“reciprocal courtesy”**
- **“retaliatory response.”**

6. According to the narrator, there is a dilemma facing law enforcement. What does the narrator suggest is the problem? **(1 mark)**

Paragraph 9

- **Drivers must know that the rules will be enforced as an incentive for them to drive safely.**
- or
- **The high cost of law enforcement makes it less likely the rules will be enforced.**
- or
- **Traffic law enforcement rarely gets the priority it merits.**

7. a) State **one** tip the narrator gives for the use of high-beam lights. **(1 mark)**

Paragraph 14

- **You should dim your high-beam lights (as soon as you see another vehicle) (or before if you can anticipate).**
- or
- **It's rude, illegal, never mind dangerous, to flash your highbeams within 450 meters.**

- b) State **one** tip the narrator gives for the use of a horn. **(1 mark)**

Paragraph 14

- **You should use a horn only as a warning or communication device.**
- or
- **Don't honk your horn just because another driver has done something to annoy you.**

8. State **one** action an RV driver should take if a line of vehicles builds up behind him. **(1 mark)**

Paragraph 14

An RV driver should

- **pull over (onto the shoulder) (and stop if there is no passing lane).**
- or
- **not hog the centre line.**

PART C: READING: FICTION (POETRY)

Billy Brown the Argonaut

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

Written-response questions (5 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

9. Besides the miners, which **two** groups of people named in the poem left Barkerville in 1872? **(2 marks)**

Two groups who left Barkerville were

Line 9

- **coach drivers.**

Line 11

- **girls (in crinolines).**

Line 12

- **hucksters.**

10. To what does the narrator compare Billy's old horse? **(1 mark)**

Line 36

- **He compares it to a broken pickaxe.**

11. a) With whom is Billy Brown buried? **(1 mark)**

Line 43

- **He is buried with his (old) friends / cronies.**

- b) What does the narrator suggest Billy will do, now that he is buried? **(1 mark)**

Lines 43 – 50

- **He will have a long, uninterrupted talk (with his old friends).**

PART D: READING: FICTION (PROSE)

The Osage Orange Tree

(pages 4 to 7 in the **Readings Booklet**)

Written-response questions (10 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

12. a) Quote **one** phrase which suggests that the narrator was content to escape notice as a new student. **(1 mark)**

Paragraph 1

- **“I stood in the sun by the flagpole and watched, but pretended not to watch, the others.”**

or

Paragraph 2

- **“...I was relieved, less conspicuous from then on.”**

or

- **“...I listened and waited;”**

or

Paragraph 3

- **“...I was thinking about how in a strange town, if you are quiet, no one notices, and some may like you, later.”**

- b) Quote **one** phrase which suggests that, during the school year, the narrator **remained** content to escape notice. **(1 mark)**

Paragraph 26

- **“...I wasn’t a student who took part in the class play or anything like that.”**

or

- **“I was just one of the boys—...”**

13. Provide **three** details about Evangeline's home and yard which suggest that they suffered from neglect. **(3 marks)**

Details that suggest Evangeline's home and yard were neglected are

Paragraph 6

- **the sagging barn.**

Paragraph 38

- **a gaunt shepherd dog.**
- **nothing grew in the yard / packed dirt.**
- **the (gray and) lopsided house.**
- **rutted road.**
- **dish water on the ground.**

14. According to the narrator, for what **two** reasons was Evangeline largely unnoticed by her classmates? **(2 marks)**

Evangeline was largely unnoticed by her classmates because she

Paragraph 4

- **was timid**

Paragraph 12

- **was too quiet.**
- **was plainly dressed**
- **wore old clothes.**

15. a) What lie did Evangeline tell the narrator? **(1 mark)**

Paragraph 14

- **She told the narrator that her father would take the paper.**

- b) What evidence tells the narrator that Evangeline had lied to him? **(1 mark)**

Paragraph 42

- **He found the newspapers in a heap under the bridge.**

16. What evidence suggests that Evangeline's brother holds the narrator responsible for her actions? **(1 mark)**

Paragraph 36

- **Evangeline's brother says to the narrator, "You knew her. You talked to her... I know."**
- **Deliberately turned / walked away.**
- **He stared at me (as if to say something).**

PART E: FORMATS

Safety Guide To Bears At Your Home

(pages 8 in the **Readings Booklet**)

Written-response questions (4 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

17. a) Provide **one** tip for keeping bears away from barbecues. **(1 mark)**

Section: Barbecues

To keep bears away from barbecues,

- **store barbecues inside.**

or

- **wash grills after each use.**

- b) Provide **one** tip for keeping bears away from fruit trees. **(1 mark)**

Section: Fruit trees

To keep bears away from fruit trees,

- **pick the fruit as it ripens / don't allow the fruit to fall.**

or

- **pick fruit before it ripens if you don't intend to use it right away.**

18. Under what **two** conditions may a bear be drugged? **(2 marks)**

Section: Can bears be moved?

A bear may be drugged if the drugging can be done without:

- **injury to the bear**
- **endangering the Conservation Officer / the public.**

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**.

19. Assume you are **Sidney Chapman** and you live at 8832 Major Road, Richmond, BC. Your postal code is V7A 3A5. Write a business letter in response to **one** of the following situations. (6 marks)


SITUATION A

Now Hiring for the Summer!
Kids' Corner Amusement Park

We require energetic and reliable employees to work in:

- security
- gift shop sales
- concession stands
- ticket sales
- rides operations
- grounds maintenance

Apply to: **W. Lang**
16240 Hemlock Court
Coquitlam, BC V2P 4T7



OR

SITUATION B

You are in charge of an earthquake preparedness training session at your school. Write to Mrs. Tina Mitchell, City Desk, *The Vancouver Post* #14 – 400 Granville Street, Vancouver, BC, V6C 3N3, asking for coverage in the newspaper. Describe the event and give your reasons for wanting the publicity.

| 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 200–300 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**.

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

(18 marks)

PROMPT A

Describe **three** ways to make your community a friendlier place.

OR

PROMPT B

I have learned valuable lessons about money management.

OR

PROMPT C

The road suddenly branched in two directions.

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