

**Communications 12**  
January 2000 Provincial Examination  
**ANSWER KEY / SCORING GUIDE**

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- Topics:**
1. Language Skills
  2. Reading: Non-fiction
  3. Reading: Fiction (Poetry)
  4. Reading: Fiction (Prose)
  5. Formats
  6. Composition

**Multiple Choice**

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

**Multiple Choice = 33 marks**

## Written Response

<b>Q</b>	<b>B</b>	<b>C</b>	<b>T</b>	<b>S</b>		<b>Q</b>	<b>B</b>	<b>C</b>	<b>T</b>	<b>S</b>
1.	1	U	1	3		9.	9	U	4	2
2.	2	U	1	3		10.	10	U	4	1
3.	3	U	1	3		11.	11	K	4	2
4.	4	U	2	2		12.	12	H	4	1
5.	5	H	2	1		13.	13	U	5	2
6.	6	K	2	2		14.	14	K	5	2
7.	7	K	3	2		15.	15	H	5	6
8.	8	U	3	2		16.	16	H	6	18

**Written Response = 52 marks**

Multiple Choice = 33 (33 questions)  
Written Response = 52 (16 questions)  
**TOTAL = 85 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 audience was noisy.  
The audience was large.  
The audience grew quiet.  
The curtain rose on an empty stage.

**(3 marks)**

<b>Style:</b>		
Superior	2	
Adequate	1	
Unacceptable	0	
<b>Technical:</b>		
Error Free	1	
Contains Errors	0	

**Superior:** The large, noisy audience grew quiet as the curtain rose on an empty stage.

**Superior:** As the curtain rose on an empty stage, the large and noisy audience grew quiet.

**Adequate:** The audience was noisy and large, and it grew quiet as the curtain rose on the empty stage.

2. The distant hum became a roar.  
The roar was earth-shaking.  
The roar was from a jet passing overhead.  
The passing was at close to the speed of sound.

**(3 marks)**

<b>Style:</b>		
Superior	2	
Adequate	1	
Unacceptable	0	
<b>Technical:</b>		
Error Free	1	
Contains Errors	0	

**Superior:** The distant hum became an earth-shaking roar as a jet passed overhead at close to the speed of sound.

**Superior:** The distant hum became an earth-shaking roar from a jet passing overhead at close to the speed of sound.

**Adequate:** The distant hum became an earth-shaking roar which was from a jet passing overhead at close to the speed of sound.

3. A loud cheer rang from the classroom.  
 The classroom had no windows.  
 The power went out.  
 The math exam was just beginning.

(3 marks)

<b>Style:</b>		
Superior	2	
Adequate	1	
Unacceptable	0	
<b>Technical:</b>		
Error Free	1	
Contains Errors	0	

**Superior:** A loud cheer rang from the windowless classroom, because the power went out just as the math exam was beginning.

**Superior:** The power went out just as the math exam was beginning, and a loud cheer rang from the windowless classroom.

**Adequate:** A loud cheer rang from the classroom which had no windows, as the power went out just as the math exam was beginning.

**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

### Bank Manager Retired to New, Exciting Life on the Silver Screen

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

**Written-response questions (5 marks)**

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

4. According to Dr. Wister, for what **two** reasons do some older people have difficulty in finding work? **(2 marks)**

#### Paragraph 11

Some older people have trouble finding work because there is

- **discrimination against older workers.**
- **a belief that older people should give up their jobs (or work roles to make room for younger people).**

5. **Quote** a line which indicates that the **narrator** supports seniors continuing to work. **(1 mark)**

#### Paragraph 12

- **“Nor should he.”**

6. a) What role did Fred Beale play in the television mini-series *Titanic*? **(1 mark)**

#### Paragraph 6

- **Beale played someone gobbled up.**

#### Paragraph 15

- **Beale played a ship steward.**
- **Beale played a victim / someone who was sunk.**

- b) How did the role make him feel? **(1 mark)**

#### Paragraph 16

**By portraying one of the victims, Beale**

- **came to realize what it must have been like / felt a rapport with the victims.**
- **felt ghastly.**

**PART C: READING: FICTION (POETRY)**

“Dressage”

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

**Written-response questions (4 marks)**

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

7. a) Identify **one** food reward the man used to train the stallion. **(1 mark)**

**Line 28**

**The man used**

- **oats.**
- **apples.**

- b) Other than food, what reward did the man use to train the stallion? **(1 mark)**

**Line 28**

**The man used**

- **strokes of praise.**

8. Give **two** reasons why the mares do not run away at the man’s approach. **(2 marks)**

**The mares do not run away because**

**Lines 12 – 16**

- **of their past relationship with the trainer.**

**Line 21**

- **he approached very quietly.**

**Line 31**

- **they know him / his smell well.**

**Lines 34 – 35**

- **they are watching the stallion.**
- **they are mesmerized by the beauty.**

**PART D: READING: FICTION (PROSE)**

**The Getaway**

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

**Written-response questions (6 marks)**

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

9. Apart from pulling their guns, which **two** illegal actions do the men commit inside the diner? **(2 marks)**

**Paragraph 26**

**The men**

- **take money from the cash drawer / steal the money.**
- **jerk out the telephone wires.**
- **don't pay for their coffee.**

10. **Quote** a statement made by the narrator which shows that he misjudges the character of the two men. **(1 mark)**

**Paragraph 13**

- **“They were well dressed, like a couple of businessmen.”**

**Paragraph 31**

- **“They sure had me fooled.”**
- **“I thought they looked perfectly all right.”**

**Paragraph 33**

- **“Well, I didn't at the time.”**

11. **Quote two** statements the old man makes to explain why the two men did not fool him for long. **(2 marks)**

**Paragraph 32**

- **“Then I got a look at their shoulder holsters...”**
- **“Anyway, they had mean eyes.”**

12. Explain how the old man outsmarts the two men. **(1 mark)**

**Paragraph 40**

- **The old man tells them there is a bridge across the Rio Grande at Hackett when, in fact, there is not.**

## PART E: FORMATS

### Graduated Licensing for New Drivers

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

### Written-response questions (4 marks)

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

13. Other than saving lives, state **two** goals of the Graduated Licensing program. **(2 marks)**

**Section: Introduction**

The *Drive to Save Lives* plan is designed to

- reduce injuries.
- keep insurance rates affordable.

14. Name **two** tests you must pass in order to get a learner's licence. **(2 marks)**

**Section: Applying for Your Learner's Licence**

New drivers must pass

- a knowledge test.
- a road signs test.
- vision screening.



**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 **Terry McGoran**. You live at 821 Mountainview Drive, Golden, BC. Your postal code is V0A 1H0. Use the following situation to write your business letter.

**(6 marks)**

**SITUATION**



Mega Automotive Service  
and Auto Parts Store

Has Openings for

- cashier
- tire service
- parts delivery

Apply in writing to

Neil Pillar  
5120 Grouse Way  
Golden, BC  
V0A 1H0

MARKS	CONTENT	STANDARD ENGLISH * <b>Body of the Letter</b>
3	<ul style="list-style-type: none"> <li>• Task or problem identified.</li> <li>• Course of action proposed and / or future contact stated, including telephone number, fax number, address and timeline for contact.</li> <li>• Task well organized into paragraphs.</li> <li>• All requirements for task clearly stated.</li> <li>• Adequate format. <ul style="list-style-type: none"> <li>– two accurate addresses</li> <li>– date</li> <li>– closing</li> </ul> </li> <li>• Task well organized into at least <b>two</b> paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence structure free of errors.</li> <li>• Correct use of words.</li> <li>• Absence of errors in spelling and punctuation.</li> <li>• Suitable tone, absence of threats.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Requirements merely restated.</li> <li>• Either Task / Problem or Expectations / Solution incomplete.</li> <li>• Body of letter adequate, but one paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence structure almost error-free.</li> <li>• Mainly correct use of words.</li> <li>• Few errors in spelling and punctuation.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Body of letter poorly organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Errors in sentence structure.</li> <li>• Frequently incorrect word-use.</li> <li>• Several errors in spelling and punctuation.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Writing not attempted, or unrelated to topic, or illegible.</li> </ul>	<ul style="list-style-type: none"> <li>• Major difficulties in written expression and idiom.</li> </ul>

## 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.

**(18 marks)**

### PROMPT A

Describe **three** ways to improve your level of health and fitness.

**OR**

### PROMPT B

It had obviously been thrown out by mistake.

## 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**