

Communications 12

January 2001 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.	C	K	1	1	17.	A	U	1	3
2.	C	K	1	1	18.	A	K	1	3
3.	A	K	1	1	19.	C	K	1	3
4.	A	K	1	1	20.	D	K	1	3
5.	D	K	1	1	21.	A	U	1	3
6.	A	K	1	1	22.	B	H	1	3
7.	D	K	1	1					
8.	A	K	1	1	23.	D	U	1	4
9.	B	K	1	1	24.	C	U	1	4
10.	B	K	1	1	25.	D	U	1	4
					26.	B	K	1	4
11.	D	K	1	2	27.	A	K	1	4
12.	A	U	1	2	28.	B	H	1	4
13.	C	K	1	2					
14.	B	U	1	2	29.	A	U	1	5
15.	B	U	1	2	30.	C	K	1	5
16.	D	U	1	2	31.	A	U	1	5
					32.	A	K	1	5

Multiple Choice = 32 marks

Written Response

Q	B	C	S	T	Q	B	C	S	T
1.	1	U	3	1	9.	9	U	2	4
2.	2	U	3	1	10.	10	K	2	4
3.	3	U	3	1	11.	11	U	1	4
					12.	12	H	1	4
4.	4	U	2	2					
5.	5	K	2	2	13.	13	K	2	5
6.	6	H	1	2	14.	14	U	2	5
					15.	15	H	6	5
7.	7	K	2	3					
8.	8	U	2	3	16.	16	H	24	6

Written Response = 58 marks

Multiple Choice = 32 (32 questions)

Written Response = 58 (16 questions)

TOTAL = 90 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 dog whimpered.
 He covered his ears with his paws.
 The storm raged.
 The storm was outside.

(3 marks)

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

Superior: The whimpering dog covered his ears with his paws as the storm raged outside.

Superior: The dog whimpered and covered his ears with his paws as the storm raged outside.

Adequate: The dog whimpered and covered his ears with his paws and the storm raged outside.

2. The sports car was new and gleaming.
 It seemed to beckon to the teenager.
 The teenager gazed with longing.
 The gazing was through the showroom window.

(3 marks)

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

Superior: The gleaming new sports car seemed to beckon to the teenager who longingly gazed through the showroom window.

Superior: The new, gleaming sports car seemed to beckon the teenager as she gazed with longing through the showroom window.

Adequate: Through the showroom window, the teenager gazed longingly at the gleaming sports car which seemed to beckon him. (“new” is left out)

(NOTE to markers: accept “new and gleaming sports car”)

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

3. My little niece asks me riddles.
 The riddles are old.
 Often I know the answers.
 I remember them from my childhood.

(3 marks)

Superior: I often know the answers to the old riddles my little niece asks me because I remember them from my childhood.

Superior: When my little niece asks me old riddles, I often know the answers which I remember from my childhood.

Adequate: Often my little niece asks me riddles, and I know the answers because they are old, and I remember them from my childhood.

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

Please, Do Not Adjust Your Set
(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. a) What does Cindy Weedon say which shows that she is surprised at her own business success? **(1 mark)**

Paragraph 2

- **“I never thought in my wildest dreams (when I had this little idea that it would turn into this,”...a talent agency).**

Paragraph 16

- **“I thought, as my own boss, I would work a few hours a day and then go to the mall...”**

- b) What motivated Cindy Weedon to begin her business? **(1 mark)**

Paragraph 3

- **She’d been giving free advice or realized she could earn money doing the same thing.**

(NOTE to markers: answer needs to demonstrate cause and effect)

5. a) In which television series did Cindy Weedon’s sons take part? **(1 mark)**

Paragraph 3

- **They took part in the *Road to Avonlea* series.**

- b) Which part did they play? **(1 mark)**

Paragraph 3

- **They played Baby Monty.**

6. According to Scott Chambers, what does the term “star” suggest about a child actor? **(1 mark)**

Paragraph 10

- **A “star” is a child who brags about his / her work.**

PART C: READING: FICTION (POETRY)

Hanging the Wash at Midnight

(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. After Grandma's death, what **two** indications were there that she had been a tidy woman? **(2 marks)**

Line 23

- **Aside from the dust in the corners, the rest of her house was spotless.**

Line 24

- **purses and shoes in a row**
- **purses and shoes gleaming (dimly)**

Line 26

- **stockings rolled in balls (inside her drawers)**

8. Provide **two quotations** which indicate that Grandma disliked the topics of the narrator's poems. **(2 marks)**

Lines 39–40

- **"...who wrote / about people even before they'd died."**

Lines 41–42

- **"...we kept our / troubles to ourselves."**

PART D: READING: FICTION (PROSE)

You Are Now Entering the Human Heart

(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. State **two** ways by which the narrator could tell that many children had visited the heart exhibit that day. **(2 marks)**

Paragraph 1

- **The chamber walls were covered with marks.**
- **The notice hung crookedly.**

10. What **two** things does the narrator suggest the teacher will fear after she retires? **(2 marks)**

Paragraph 17

- **opening or answering the door**
- **walking after dark**
- **carrying her purse in the street**

11. **Quote** from the story to show that the children sense the atmosphere while the snake is around the teacher's neck. **(1 mark)**

Paragraph 20

- **"...there was a cruelly persistent tension..."**
- **"...they were waiting, waiting."**

12. The attendant contradicts himself regarding bravery. What **two** statements does he make that are contradictory? **(1 mark)**

Paragraph 26

- **First, he asks for someone brave enough to touch the teacher's snake.**

Paragraph 29

- **Then, he says there is no need for bravery because the snake is harmless.**

(NOTE to markers: must have both parts of answer to show contradiction)

PART E: FORMATS

Snow Jobs

(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. According to the article, for what **two** reasons might a person combine part-time ski resort work with a full-time career? **(2 marks)**

Section: All Kinds of Jobs...

- **To enjoy the great atmosphere.**
- **To take advantage of the terrific benefits.**

14. State **two interpersonal** skills which, according to the article, will help one succeed as an employee in the ski industry. **(2 marks)**

Section: What Skills & Experience...

- **strong public relations skills**
- **positive, friendly attitude**
- **commitment to contributing to a team effort**

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 **Jess Parsons**. You live at 45 Beech Avenue, Aldergrove, BC. Your postal code is V2W 1A0. Use the following situation to write your business letter. **(6 marks)**

SITUATION

Last summer, you waited tables at the All-Seasons Resort Hotel in Whistler, BC. You recently received a bill for the replacement cost of your hotel uniform which you had returned, but which the hotel claims is damaged beyond repair. Try to settle your dispute by writing to Ms. Karen Nugent, Personnel Manager, 335 Glacier Place, Whistler, BC, V0P 4A0.



MARKS	CONTENT	STANDARD ENGLISH * Body of the Letter
3	<ul style="list-style-type: none"> • Task or problem identified. • Suitable course of action proposed. • Necessary details of future contact stated. • Adequate format. <ul style="list-style-type: none"> – addresses provided are correctly used – date – closing • 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 adequate, but 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. • Frequently 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**.

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

(24 marks)

PROMPT A

The ideal workday is **NOT** nine-to-five.

OR

PROMPT B

It was the most interesting item at the flea market.

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