

# Communications 12

June 2001 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

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

**Multiple Choice = 32 marks**

## Written Response

<b>Q</b>	<b>B</b>	<b>C</b>	<b>S</b>	<b>T</b>	<b>Q</b>	<b>B</b>	<b>C</b>	<b>S</b>	<b>T</b>
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	H	1	4
					12.	12	U	1	4
4.	4	K	2	2					
5.	5	H	1	2	13.	13	K	2	5
6.	6	U	2	2	14.	14	U	2	5
					15.	15	H	6	5
7.	7	U	2	3					
8.	8	K	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. Tom had a job.  
The job was new.  
He did not want to be late.  
He set three alarm clocks.

**(3 marks)**

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

**Superior:** Tom set three alarm clocks because he did not want to be late for his new job.

**Superior:** Tom set three alarm clocks in order not to be late for his new job.

**Adequate:** Tom had a new job and he did not want to be late, so he set three alarm clocks.

2. The photographer was patient.  
The patience was amazing.  
She waited for two hundred graduates.  
They were to give her their attention.

**(3 marks)**

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

**Superior:** The photographer waited with amazing patience for two hundred graduates to give her their attention.

**Superior:** The photographer was amazingly patient as she waited for 200 graduates to give her their attention.

**Adequate:** The photographer was amazingly patient, and she waited for two hundred graduates to give her their attention.

3. Some hearing loss may be prevented.  
 The hearing loss is caused by loud noise.  
 The noise is continuous.  
 Wearing ear protectors may help.

(3 marks)

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

**Superior:** Some hearing loss caused by loud, continuous noise may be prevented by wearing ear protectors.

**Superior:** Wearing ear protectors may help prevent the hearing loss caused by loud, continuous noise.

**Adequate:** Some hearing loss is caused by loud and continuous noise, and wearing ear-protectors may help prevent it.

(NOTE to markers: “help” not needed to create a superior sentence)

**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**

**How to Get Up to Speed on an Elevator**

(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. What **two** devices in buildings higher than six stories cause the elevator to move? **(2 marks)**

**Paragraphs 3, 5 and 6**

- counterweights
- electric motor

**(NOTE to markers: do not accept “pushing buttons”)**

5. According to the article, what is contradictory about what the Japanese expect of elevators? **(1 mark)**

**Paragraph 15**

- **Japanese want speed, but at the same time, don’t want to feel movement.**

6. a) Explain why someone with a fear of small spaces would feel better in an elevator lined with mirrors. **(1 mark)**

**Paragraph 16**

- **Mirrors create an illusion of space.**

- b) Explain how the use of a mirror in the lobby of a senior citizens’ home stopped complaints about a slow elevator. **(1 mark)**

**Paragraph 16**

- **Seniors were able to primp and preen / look at themselves in the mirror while waiting for the slow elevator.**
- **It gave them something to do (while waiting).**

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

**Roads**

(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. Provide **one** detail about the man which indicates

a) his age.

**(1 mark)**

**Line 13**

- **not young or old**

**Line 14**

- **his black hair greying a little**

b) that he is tidy.

**(1 mark)**

**Line 15**

- **mackinaw mended (not ragged)**

8. State **two** things that the narrator now wonders about the man.

**(2 marks)**

**Lines 23–26**

- **Did he reach home?**
- **Did he stay home when he got there?**
- **Did he find what he wanted in Annapolis?**
- **Did he turn and walk west or south again?**

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

**We Hire a Witch**

(pages 4 and 5 in the **Readings Booklet**)

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

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

9. For what **two** reasons does the narrator agree to allow the diviner to begin “witching” on his property? **(2 marks)**

**Paragraph 8**

- **He needs a well.**
- **He is curious to see if “witching” works / if the diviner will really find water / to see how “witching” is done.**

10. Name **two** devices, besides the watch, which the diviner uses to determine the location of the underground spring. **(2 marks)**

**Paragraph 10**

- **forked (hazel) twig**
- **forked stick**

**Paragraph 15**

- **crowbar**

11. What evidence suggests that the diviner is offended by the narrator? **(1 mark)**

**Paragraph 18**

- **diviner storms... / his face glowing with rage**
- **diviner offers to pay the narrator \$2 per foot if he doesn’t find water**
- **diviner refers to narrator’s “blasted hill!”**

12. Explain how the diviner prevents the sides of the well from caving in as he digs. **(1 mark)**

**Paragraph 21**

- **builds a wooden cage (which he pulls down with him as he digs, and adds on to the top of it)**

## PART E: FORMATS

### PADS

(page 6 in the **Readings Booklet**)

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

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

13. Besides program maintenance, what are **two** other goals of the PADS program? **(2 marks)**

**Section: PADS' Goals**

- **to increase the public's awareness of the need for assistance dogs**
- **to gain much needed financial support in order to continue meeting the needs of the disabled community**

14. a) What factor determines whether a person with a disability other than blindness will be a suitable candidate for an assistance dog? **(1 mark)**

**Section: How Do I Apply for a Dog?**

- **whether a dog will enhance a person's independence**

- b) If an applicant is found to be a suitable candidate for an assistance dog, what does PADS then do? **(1 mark)**

**Section: How Do I Apply for a Dog?**

- **adds that person's name to a waiting list**



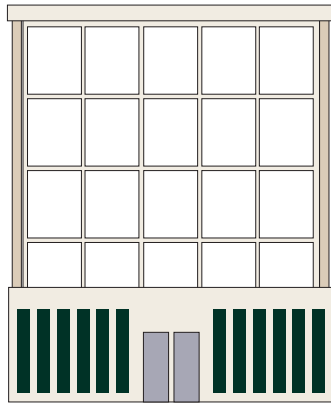
### Written-response question (6 marks)

**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 **Pat Louis**. You live at 355 Ross Street, Cranbrook, BC. Your postal code is V4W 2W4. Use the following situation to write your business letter. **(6 marks)**

#### SITUATION

## The Pleasantview Seniors' Centre



needs volunteers to assist with various craft and exercise activities. If you are able to help, write to

Mr. Mark Foster, Activity Coordinator  
Pleasantview Seniors' Centre  
1027 Pleasantview Place  
Cranbrook, BC  
V4W 4N7

Please state the days and times you are available and describe the types of activities with which you would be able to help. CAPP work experience hours may be arranged.

MARKS	CONTENT	STANDARD ENGLISH * <b>Body of the Letter</b>
3	<ul style="list-style-type: none"> <li>• Task or problem identified.</li> <li>• Suitable course of action proposed.</li> <li>• Necessary details of future contact stated.</li> <li>• Adequate format.               <ul style="list-style-type: none"> <li>– addresses provided are correctly used</li> <li>– date</li> <li>– closing</li> </ul> </li> <li>• Task well organized into at least <b>two</b> paragraphs.</li> <li>• Suitable tone, absence of threats.</li> </ul>	<ul style="list-style-type: none"> <li>• Minor grammatical errors may be present.</li> <li>• Correct use of words.</li> <li>• Minor errors in spelling and punctuation.</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> <li>• Suitable tone, absence of threats.</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly correct use of words.</li> <li>• Grammatical errors are present but do not predominate.</li> <li>• Errors in spelling and punctuation do not interfere with meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Body of letter poorly organized.</li> <li>• Suitable tone, absence of threats.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatical errors predominate.</li> <li>• Frequently incorrect use of words.</li> <li>• Spelling and punctuation errors interfere with meaning.</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.

**(24 marks)**

### PROMPT A

People sometimes let life become too complicated.

**OR**

### PROMPT B

For a long time, I wondered if I should open that door.

## 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**