

Communications 12
 January 2002 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.	D	K	1	1		17.	B	K	1	3
2.	B	K	1	1		18.	C	U	1	3
3.	C	K	1	1		19.	C	K	1	3
4.	C	K	1	1		20.	D	U	1	3
5.	A	K	1	1		21.	A	K	1	3
6.	A	K	1	1		22.	D	H	1	3
7.	A	K	1	1						
8.	D	K	1	1		23.	D	U	1	4
9.	C	K	1	1		24.	A	K	1	4
10.	D	K	1	1		25.	C	U	1	4
						26.	B	U	1	4
11.	B	K	1	2		27.	C	K	1	4
12.	A	U	1	2		28.	B	H	1	4
13.	B	U	1	2						
14.	D	K	1	2		29.	D	K	1	5
15.	B	U	1	2		30.	D	U	1	5
16.	A	U	1	2		31.	B	K	1	5
						32.	A	U	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	U	1	4
3.	3	U	3	1	11.	11	K	2	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 using punctuation, by using connecting words and by changing the form of words, as necessary (tense, part of speech, etc.). Use standard English. Write in **ink**.

1. Ryan let out a whoop.
 The whoop was of joy.
 Snowflakes were falling.
 The snowflakes were large and fluffy.

(3 marks)

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

Superior: Ryan let out a whoop of joy because large, fluffy snowflakes were falling.

Superior: Because large and fluffy snowflakes were falling, Ryan let out a whoop of joy.

Adequate: Large and fluffy snowflakes were falling, and Ryan let out a whoop of joy.

2. The aerobics class lasted only an hour.
 The time seemed to go on forever.
 The woman’s lungs screamed.
 They screamed for air.

(3 marks)

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

Superior: Although the aerobics class lasted only an hour, the time seemed to go on forever as the woman’s lungs screamed for air.

Superior: The aerobics class lasted for only an hour, but for the woman whose lungs screamed for air, time seemed to go on forever.

Adequate: The aerobics class lasted only an hour, and the time seemed to go on forever, and the woman’s lungs screamed for air.

3. My cat ran quickly.
 The running was toward the cherry tree.
 She was a streak of white fur.
 A collie was chasing her.

(3 marks)

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

Superior: Because a collie was chasing my cat, she ran so quickly toward the cherry tree that she was a streak of white fur.

Superior: With a collie chasing her, my cat was a streak of white fur running toward the cherry tree.

Adequate: My cat ran quickly toward the cherry tree and was a streak of white fur because a collie was chasing her.

Marker's Note:

Use of semicolons is appropriate.

Misuse of *to*, *their*, *its* are technical faults.

Unnecessary capitalization will result in the loss of a technical mark.

Missing commas should result in a mark deducted for **obvious errors only**.

Grammar, punctuation, spelling errors or usage problems will lead to the loss of a technical mark.

Missing a word by simple oversight is a technical flaw.

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.

Added information that leads off topic is a clear infraction and should have one mark deducted from style.

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.

A response that consists of a run-on sentence, sentence fragment or more than one sentence warrants 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

Love of Motorcycles Led to Museum of Motion

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

Written-response questions (5 marks)

INSTRUCTIONS: Answer questions 4 to 6. Complete sentences are **not** required. Write in **ink**.

4. a) Explain how the original choppers were produced. **(1 mark)**

Paragraph 8

- **“...some bikes were sold as military surplus, stripped of their parts and customized.”**

(NOTE: Answer must have “military surplus,” “stripped” and “customized.”)

- b) Explain how choppers are produced today. **(1 mark)**

Paragraph 9

- **“...made by chopping standard machines apart and customizing to match a cyclist’s dream.”**

(NOTE: Answer requires both “chopping” and “customizing.”)

5. a) How is the Indian motorcycle similar to the Harley-Davidson? **(1 mark)**

Paragraph 10

- **classic design**
- **full-skirted fenders**

- b) How is the Indian motorcycle different from a Harley-Davidson? **(1 mark)**

Paragraph 10

- **Indian was not as powerful**
- **no longer in production**

6. In what way did Trev Deeley have more foresight than his father? **(1 mark)**

Paragraph 3

- **he knew that the motorcycles would one day be valuable / rare**
- **he saved old motorcycles that his father would otherwise have destroyed / cut up and sold**
- **he started a museum**
- **he diversified the business to expand the market to include Japanese models**

PART C: READING: FICTION (POETRY)

The Good Woman

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

Written-response questions (4 marks)

INSTRUCTIONS: Answer questions 7 and 8. Complete sentences are **not** required. Write in **ink**.

7. Other than family-related tasks, name **two** tasks the woman did for her husband. **(2 marks)**

Lines 8–9

- **cook in the cookhouse**
- **keep the books**

Lines 24–25

- **wrestling with wrenches**
- **bleeding the brakes**
- **spotting the truck**

8. Give **two quotations** which suggest that, before her lifestyle change, the woman was unhappy in her selfless role as wife and mother. **(2 marks)**

Lines 13–15

- **When the children got mad at and misused her, “she would hang her head and look away.”**
- **“...waiting for better spirits better times.”**

Line 26

- **“She let her garden go to ruin for this”**

Line 34

- **After a time, tired of always giving, “she said enough of this.”**

PART D: READING: FICTION (PROSE)

And on the Eighth Day...

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

Written-response questions (6 marks)

INSTRUCTIONS: Answer questions 9 to 12. Complete sentences are **not** required. Write in **ink**.

9. In what **two** ways is Tony an unlikely match for Prudence? **(2 marks)**

Paragraphs 3 and 25

- **Tony is unambitious / an underachiever / Prudence is an overachiever.**
- **Tony never has any money / never looks to the future / Prudence saves her money and plans for her old age.**
- **Tony is uneducated / Prudence is educated.**
- **Tony is impetuous / Prudence plans her life.**

(NOTE: Student answer cannot use both parts of one bullet for 2 marks, i.e., “Tony is an underachiever and Prudence is an overachiever.”)

10. **Quote** a statement made by Gerry which suggests criticism of her brother. **(1 mark)**

Paragraph 8

- **“What’s wrong?” she asked.**

Paragraph 19

- **“Sometimes I don’t” (have a brother).**

Paragraph 22

- **“Nice maybe...but no one has ever called my brother fabulous.”**

Paragraph 24

- **“Good luck.” (What had she started?)**

Paragraph 39

- **“So I understand?” she replied crisply.**

11. What are the **two** loves between which Tony has to choose? **(2 marks)**

Paragraph 44

- **Prudence**
- **the sea / sailing / freedom / independence / easy life**

12. Explain how the title of the story relates to Tony’s life. **(1 mark)**

Paragraphs 42 and 44

- **On the eighth day, Tony makes his decision.**

(NOTE: Do not accept “Prudence would be gone for eight days.”)

PART E: FORMATS

Start Your Day the Balanced Way

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

Written-response questions (4 marks)

INSTRUCTIONS: Answer questions 13 and 14. Complete sentences are **not** required. Write in **ink**.

13. With reference to the article,

- a) state **one** reason why you may not feel like eating when you wake up. (1 mark)

Section: What if You Don't Feel Like Eating When You First Wake Up?

- ate too much before going to sleep

- b) state **one** thing you might do if you can't face food first thing in the morning. (1 mark)

Section: What if You Don't Feel Like Eating When You First Wake Up?

- ease into it
- eat a mid-morning snack

14. According to Health Canada, under what **two** conditions might daily caffeine intake prove to be unhealthy? (2 marks)

Section: What About Caffeine?

- if daily caffeine intake exceeds 400 to 450 mg (3 to 4 cups of coffee or tea) / too much caffeine
- if caffeinated drinks displace more nutritious drinks

Written-response question (6 marks)

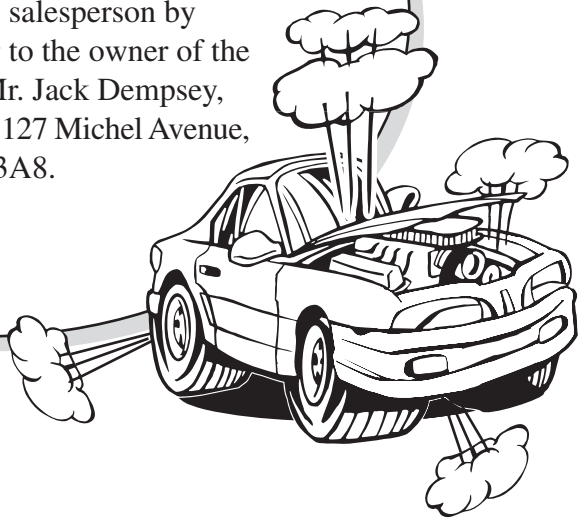
INSTRUCTIONS: Writing as the individual below and using the information provided, write a **business** letter of **more than one** paragraph. Use complete and correct sentences. Use the **Pre-writing** page to plan your work. Write your final letter in the space marked **Finished Work (Letter)**. Only your finished work will be marked. Write your letter in **ink**.

15. Assume your name is **Devon McLeod**. You live at 3214 Yew Street, Fort St. James, BC. Your postal code is V2C 1P0. Use the following situation to write your business letter.

(6 marks)

SITUATION

You have recently purchased a car for which you paid cash. The car has become very unsatisfactory, leaking when it rains and stalling repeatedly. After unsuccessful attempts to contact the salesperson by phone, you are writing to the owner of the dealership. Write to Mr. Jack Dempsey, Dempsey's Used Cars, 127 Michel Avenue, Vanderhoof, BC, V2I 3A8.



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. • Frequent 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

Describe a hope for the future that you have, and explain how it affects your life.

OR

PROMPT B

I saw the wallet sitting on the counter.

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