

Communications 12
 January 2003 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.	C	K	1	3
2.	B	K	1	1		18.	B	K	1	3
3.	B	K	1	1		19.	A	U	1	3
4.	B	K	1	1		20.	C	U	1	3
5.	D	K	1	1		21.	D	U	1	3
6.	C	K	1	1		22.	B	U	1	3
7.	A	K	1	1						
8.	D	K	1	1		23.	B	K	1	4
9.		DELETED				24.	D	K	1	4
10.	C	K	1	1		25.	B	U	1	4
						26.	C	U	1	4
11.	B	K	1	2		27.	B	U	1	4
12.	D	U	1	2		28.	D	U	1	4
13.	D	U	1	2						
14.	B	K	1	2		29.	D	U	1	5
15.	C	U	1	2		30.	D	K	1	5
16.	C	H	1	2		31.	C	K	1	5
						32.	C	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	2	4
3.	3	U	3	1	11.	11	K	2	4
4.	4	U	2	2	12.	12	K	2	5
5.	5	K	2	2	13.	13	U	2	5
6.	6	U	1	2	14.	14	H	6	5
7.	7	U	2	3	15.	15	H	24	6
8.	8	K	2	3					

Written Response = 58 marks

Multiple Choice = 32 (32 questions)
Written Response = 58 (15 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. My cat is named Simba.
 Simba is male.
 Simba’s fur is shiny.
 Simba’s fur is thick.

(3 marks)

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

Superior: Simba, my male cat, has shiny, thick fur.

Superior: My male cat, Simba, has thick, shiny fur.
 (Note: commas around Simba may be omitted.)

Adequate: Simba is a male cat, and he has thick, shiny fur.

2. The snowboarder flew down the mountain.
 The mountain was covered in deep powder.
 The flying was with ease.
 The flying was with grace.

(3 marks)

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

Superior: The snowboarder flew with ease and grace down the mountain covered in deep powder.

Superior: Easily and gracefully, the snowboarder flew down the mountain covered in deep powder.

Adequate: The mountain was covered in deep powder, and the snowboarder flew down it with ease and grace.

3. Sally knew something.
 What she knew was a secret.
 She refused to tell the secret.
 She wanted to stay loyal to her friend Susan.

(3 marks)

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

Superior: Because Sally wanted to stay loyal to her friend Susan, she refused to tell the secret that she knew.

Superior: Sally refused to tell the secret that she knew in order to stay loyal to her friend Susan.

Adequate: Sally knew a secret, and she wanted to remain loyal to her friend Susan, so she refused to tell the secret.

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

Lost in the Bowels of the Earth

(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. Identify two processes that helped to create the caves at Horne Lake. **(2 marks)**

Response: (Para 2)

- **patiently sculpted by water**
- **brought north from southern California by plate tectonics and continental drift**
- **volcanic action created cracks and fissures**
- **rock was stressed and exposed by volcanic activity**
- **water widened and shaped the cracks and fissures**

5. Name two foods that the rock forms resemble. **(2 marks)**

Response: (Para 6)

- **cauliflower**
- **popcorn**
- **bread**
- **meringue**
- **marshmallows**
- **mocha ice cream**

6. Describe the narrator's overall attitude toward her caving experience. **(1 mark)**

Response: (Paras 7 & 8)

- **She is appreciative of the beauty.**
- **She is happy.**
- **She feels proud of herself.**
- **She respects the difficulties that she endured.**

PART C: READING: FICTION (POETRY)

My Father Is a Simple Man

(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. **Quote** one example from the body of the poem which suggests the narrator's father is

- a) an elderly man. **(1 mark)**

Response:

- **“He walks slower...” (line 2)**
- **“I ask him what he thinks / about death...” (lines 16–17)**

- b) a simple man. **(1 mark)**

Response:

- **“...this man with a sixth / grade education...” (lines 22–23)**
- **“...who was a worker and provider...” (line 30)**
- **“...who learned the simple facts...” (line 31)**
- **“And when he leaves without / benefit of fanfare or applause...” (lines 34–35)**

8. In lines 21–24, name two qualities of the father's character that the narrator mentions.

(2 marks)

Response:

- **“kindness” (line 23)**
- **“patience” (line 24)**

PART D: READING: FICTION (PROSE)

The Harvest

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

Written-response questions (6 marks)

INSTRUCTIONS: Answer questions 9 to 11. Complete sentences are **not** required. Write in **ink**.

9. Describe two of Annie's actions that suggest that she is fond of Jacob. **(2 marks)**

Response: (Para 5)

- She thinks especially of him, having heard that he was with the crew.
- She thinks of how he will look.
- She tidies up her hair / and skirt.
- She caught his eye / and smiled shyly at him.

(Para 16)

- She blushed with pride at the memory of Jacob's compliment about her family's good food.

10. Provide two **quotes** that illustrate that the weather is of concern to the men. **(2 marks)**

Response: (Paras 8–9, 14, 16)

- "Should finish here by Saturday if the weather holds."
- "Don't much like the looks of it, though; been too hot and close this morning for my liking."
- "The men stopped barely long enough to eat and then continued working until dark."
- "...every year it was a race against the weather."
- "If all went well...if it didn't rain...the crew would finish here in five or six days and move on to another farm."

11. **Quote** two examples that show Annie noticed the signs of the approaching storm. **(2 marks)**

Response: (Paras 17 & 19)

- "Annie noticed the thin black line of cloud along the horizon."
- "A heaviness in the air" / "a breathless silence" / "there were no chickens scratching about in the yard" / "nor were there any birds singing."
- "The old black dog limped up close to her and whined."
- "...the cloud bank thickened and rolled up to blot out the sun."
- "From nowhere a wind sprang up..."
- "The kitchen was nearly dark."
- "'I think we're going to have a storm.'"
- "The sky was already covered by boiling black clouds."

PART E: FORMATS

Preventing Ski Injury

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

Written-response questions (4 marks)

INSTRUCTIONS: Answer questions 12 and 13. Complete sentences are **not** required. Write in **ink**.

12. a) Identify an injury that can occur in the knee. **(1 mark)**

Response: Section KNEE INJURIES

- **ligament injury**
- **meniscus or cartilage injury**

- b) Identify an injury that can occur in the shoulder. **(1 mark)**

Response: Section SHOULDER

- **dislocation**

13. Aside from injury, identify two conditions under which a person should **not** ski. **(2 marks)**

Response: Sections MUSCLE TRAINING, EQUIPMENT, FATIGUE

- **not warmed up**
- **if equipment out of date / in disrepair**
- **fatigued**

Written-response question (6 marks)

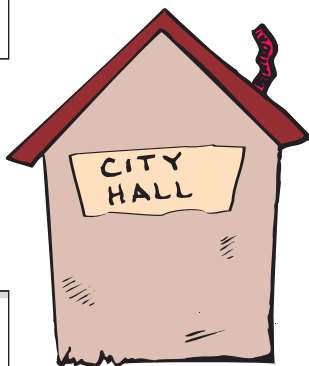
INSTRUCTIONS: Writing as the individual below and using the information provided, write a **business** letter of **more than one** paragraph. Use complete and correct sentences. Use the **Pre-writing** page to plan your work. Write your final letter in the space marked **Finished Work (Letter)**. Only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

14. Assume your name is **Raj Singh**. You live at 260 Westwood Street, Kimberley, BC. Your postal code is V1A 2S0. Use the following situation to write your business letter.

(6 marks)

SITUATION

Your community is trying to include local youth in its decision making process. The town council is looking for suggestions on what teens would like to see offered for recreation programs. Write to the name and address below with your suggestions on what recreation programs or events you think would make your community a better place for teens. Request a reply.



Jo Birch
Community Recreation Programmer
Town of Kimberley
123 North Road
Kimberley, BC
V1A 8K9

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 only 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**.

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

(24 marks)

a)

PROMPT A

A sense of humour is vital in everyday life.

OR

b)

PROMPT B

It was definitely time for “Plan B.”

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 (No Response).

END OF KEY