

Communications 12

June 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.	A	K	1	3
2.	D	K	1	1	18.	C	H	1	3
3.	C	K	1	1	19.	C	U	1	3
4.	D	K	1	1	20.	B	U	1	3
5.	B	K	1	1	21.	B	K	1	3
6.	A	K	1	1	22.	D	K	1	3
7.	C	K	1	1					
8.	A	K	1	1	23.	B	U	1	4
9.	C	K	1	1	24.	A	K	1	4
10.	B	K	1	1	25.	A	K	1	4
					26.	D	U	1	4
11.	A	U	1	2	27.	D	U	1	4
12.	D	K	1	2	28.	C	U	1	4
13.	B	U	1	2					
14.	C	K	1	2	29.	D	U	1	5
15.	C	K	1	2	30.	A	K	1	5
16.	D	H	1	2	31.	A	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	1	4
2.	2	U	3	1	10.	10	K	2	4
3.	3	U	3	1	11.	11	U	2	4
					12.	12	H	1	4
4.	4	K	1	2					
5.	5	U	2	2	13.	13	U	2	5
6.	6	U	2	2	14.	14	K	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 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. Tom bought a new computer.
The computer was powerful.
The computer was for playing games.
The games were complicated.

(3 marks)

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

Superior: Tom bought a new, powerful computer for playing complicated games.

Superior: To play complicated games, Tom bought a new, powerful computer.

Adequate: Tom bought a new computer for playing complicated games, and the computer was powerful.

Note: “new” and “powerful” can be switched and still have a superior sentence.

2. James wanted to buy a dog.
The dog should be large.
The dog should have a gentle nature.
He wanted a Golden Labrador.

(3 marks)

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

Superior: James wanted to buy a Golden Labrador (dog) because of its large size and gentle nature.

Superior: James wanted to buy a Golden Labrador (dog) for its large size and gentle nature.

Adequate: James wanted a dog which was large and which had a gentle nature, so he wanted to buy a Golden Labrador.

Note: A sentence may be considered superior if the word “nature” is omitted.

3. Skiers are athletic.
 They are technically skilled.
 They must practise many hours.
 They wish to perfect their sport.

(3 marks)

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

Superior: Athletic skiers who wish to perfect their sport must practise many hours to become technically skilled.

Superior: Skiers are technically skilled athletes who must practise many hours if they wish to perfect their sport.

Adequate: Skiers are athletic and technically skilled, and they must practise many hours to perfect their sport.

Note: A sentence may be considered superior if the phrase “They wish” is omitted, and/or the word “must.” “Practice” (with a “c”) is unacceptable.

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

But Can She Sing and Dance?

(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. How did Lovisek get a ladybug to climb up a birthday candle? **(1 mark)**

Response: (Para 5)

- **He placed a slippery substance on the table so the only place the ladybug could get traction was on the narrow path leading to the candle.**

5. Explain why Lovisek

- a) puts insects through an audition. **(1 mark)**

Response: (Paras 10–12)

- **to find a pretty insect / a “nice hero bug”**
- **to test their activity levels**

- b) is considered an environmentalist. **(1 mark)**

Response: (Para 21)

- **If an advertisement has a dead bug, he uses a rubber one / one that died naturally. (He never kills a bug.)**

6. Provide two pieces of evidence that indicate the popularity of Telus advertisements. **(2 marks)**

Response: (Para 15)

- **can download games from their Websites**
- **can download screen savers from their Websites**
- **they are branding tools**
- **journalists quizzed Telus executives about whether they would continue the advertisements when Telus announced the acquisition of Clearnet Communications Inc., the company that began the campaign**

PART C: READING: FICTION (POETRY)

Shoulders

(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** an example from lines 7 to 14 that indicates that the speaker recalls **(2 marks)**

a) being small.

Response:

- “...how else could I have reached them?” (line 8)
- “Tugging and twisting at the stems...” (line 9)
- “...ruby-brown spans twice the width / of my hand.” (lines 10–11)

b) gaining knowledge of nature.

Response:

- “Tugging and twisting at the stems, pulling by the fistful...” (line 9)
- “Where did I learn the names of trees...” (line 11)
- “...who showed me the cocoons of caterpillars...” (line 12)
- “... let me touch / those white gauzy strands...” (lines 12–13)

8. From lines 22 to 28, give two examples of how the speaker compares the tree to a person. **(2 marks)**

Response: (Lines 22–28)

- elbows
- mid-waltz or dancing
- neck

PART D: READING: FICTION (PROSE)

Fishing with John

(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. From paragraph 4, **quote** a phrase that shows that John was **not** afraid. **(1 mark)**

Response: (Para 4)

- **“He was grinning...”**
- **“‘Did that scare you?’”**
- **“‘We’re going to do it again!’”**
- **“And he did; and once again after that.”**

10. According to paragraph 6, what are two conditions that were required for John to make the manoeuvre that resulted in his catching the second batch of fish? **(2 marks)**

Response: (Para 6)

- **tide is right / tide is on the flood for Pearl Rocks**
- **sun is shining right down into the water (so he could see the rocks)**
- **the tide eddies behind the rocks**
- **as long as the motor is dependable**

11. According to paragraph 6, John took several steps in order to catch the biggest fish called springs.

a) Identify one of these steps. **(1 mark)**

b) Explain why John took this step. **(1 mark)**

Response: (Para 6)

a) Step	b) Explanation
<ul style="list-style-type: none"> • He headed for two landmark peaks 	<ul style="list-style-type: none"> • so his lines would land where he knew the big fish were located
<ul style="list-style-type: none"> • He ran at top speed 	<ul style="list-style-type: none"> • to keep the lines on the surface of the water.
<ul style="list-style-type: none"> • He suddenly slowed down the engine 	<ul style="list-style-type: none"> • so the gear could go straight to the bottom.
<ul style="list-style-type: none"> • He manoeuvred to get the gear to drop down 	<ul style="list-style-type: none"> • so that it dangled where the fish were located.
<ul style="list-style-type: none"> • He manoeuvred to get the lines down into holes and crevasses with the lines surging forward 	<ul style="list-style-type: none"> • to fool the fish into believing they were seeing living food.

12. According to the story, state **one** truth about life in general that the narrator learned. **(1 mark)**

Response: (Para ALL)

- **A person / she can gain courage with experience.**
- **Understanding of a dangerous situation can make it less frightening.**
- **A person can overcome fright under the right circumstances.**
- **The desire to be helpful to a loved one can make one able to overcome fright.**
- **A person can often do more than he or she believes can be done.**
- **You have to do things yourself to learn them.**
- **Ladders can be climbed without ropes.**

PART E: FORMATS

Welcome to Cape Spear, Newfoundland

(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. Give two reasons why walking along the coastline could be hazardous. (2 marks)

Response: (Section A FEW THINGS YOU SHOULD KNOW)

- **unpredictable topography makes coastline dangerous**
- **sudden large waves could sweep you from the rocks**
- **the rocks can be slippery**
- **there is little chance of survival once you fall into the icy North Atlantic**
- **slip off treacherous cliffs**

14. Identify two standards that Parks Canada is dedicated to. (2 marks)

Response: (Section A FEW WORDS ABOUT PARKS CANADA)

- **preserving living symbols of our cultural heritage**
- **preserving living symbols of our environmental heritage**
- **environmental quality**
- **historical authenticity**


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 **Jessie Miller**. Your address is P.O. Box 531, Valemount, BC. Your postal code is V0E 2Z0. Use the following situation to write your business letter.

(6 marks)

SITUATION



Write a letter of complaint to

Joey Mandell, President
Grad Memories, Inc.
317 West Broadway
Vancouver, BC
V3X 1Y2

indicating that they have misspelled your name on your grad jacket.

Suggest a fair solution and ask for a reply.

MARKS	CONTENT	STANDARD ENGLISH * Body of the Letter
3	<ul style="list-style-type: none"> • Task or problem identified. • Specific 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**.

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

(24 marks)

a)

PROMPT A

Telemarketing should be stopped. Agree or disagree.

OR

b)

PROMPT B

It had the most incredible flavour.

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