

**Communications 12**  
August 2003 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**

<b>Q</b>	<b>K</b>	<b>C</b>	<b>S</b>	<b>T</b>	<b>Q</b>	<b>K</b>	<b>C</b>	<b>S</b>	<b>T</b>
1.	C	K	1	1	17.	C	K	1	3
2.	C	K	1	1	18.	A	U	1	3
3.	B	K	1	1	19.	C	K	1	3
4.	D	K	1	1	20.	B	H	1	3
5.	A	K	1	1	21.	B	U	1	3
6.	B	K	1	1	22.	C	K	1	3
7.	D	K	1	1					
8.	A	K	1	1	23.	D	K	1	4
9.	A	K	1	1	24.	A	K	1	4
10.	C	K	1	1	25.	A	K	1	4
					26.	A	K	1	4
11.	B	K	1	2	27.	D	U	1	4
12.	A	K	1	2	28.	B	U	1	4
13.	C	K	1	2					
14.	B	U	1	2	29.	B	U	1	5
15.	D	U	1	2	30.	C	K	1	5
16.	A	U	1	2	31.	C	K	1	5
					32.	D	U	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	U	1	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. The sports fisher was calm.  
 Her calm was surprising.  
 She waited for a large fish.  
 The fish would bite her hook.

**(3 marks)**

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

**Superior:** The sports fisher waited with surprising calm for a large fish to bite her hook.

**Superior:** The sports fisher was surprisingly calm as she waited for a large fish to bite her hook.

**Adequate:** The sports fisher was surprisingly calm, and she waited for a large fish to bite her hook.

2. The applicant was hopeful.  
 The applicant was sweating.  
 The sweat was because of nerves.  
 The nerves were caused by waiting.

**(3 marks)**

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

**Superior:** The hopeful applicant was nervously sweating because he was waiting.

**Superior:** The applicant sweating from nerves caused by waiting was (nonetheless) hopeful.

**Adequate:** The applicant was sweating from nerves caused by waiting, and he was hopeful.

3. Skiing is a healthful sport.  
 Skiing is an exciting sport.  
 Sitting in the ski lodge all day is unhealthy.  
 Sitting is a boring activity.

(3 marks)

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

**Superior:** Whereas / Although skiing is a healthful, exciting sport, sitting in the ski lodge all day is an unhealthy and boring activity.

**Superior:** Skiing is a healthful, exciting sport, whereas sitting in a ski lodge all day is an unhealthy and boring activity.

**Adequate:** Skiing is a healthful sport and it is an exciting sport, but sitting in the ski lodge all day is an unhealthy and boring activity.

**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**

**Tri-it!**

(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. Why did Lori Bowden never catch her father in the triathlon?

**(1 mark)**

**K**

**Response: (Para 3)**

- **He was a better / faster cyclist.**

5. Explain

**U**

a) how Reid and Bowden currently make their living.

**(1 mark)**

**Response: (Para 6)**

- **placing in Ironman competitions**
- **prize winnings**
- **appearance money**
- **sponsorships**

b) why most Canadians are **not** familiar with Reid and Bowden.

**(1 mark)**

**Response: (Para 6)**

- **They are celebrities in Hawaii and Australia, but not in Canada.**
- **Canada is not a triathlon hotspot.**
- **Most Canadians do not follow triathlon competitions.**
- **Not a common spectator sport.**

6. From paragraphs 7 to 9, **quote** two pieces of evidence that suggest that anyone could be a triathlete.

**(2 marks)**

**U**

**Response: (Paras 7 & 9)**

- **“...the triathlon is a sport for the average fit person of almost any age...”**
- **“...if you exercise regularly, you have the potential to be a triathlete.”**
- **“She [Lori’s mom] recommends a weekly training of one half-hour session of each activity: discipline-biking, swimming, and running.”**
- **“‘That’s relatively easy for the average person to follow,’ she [Lori’s mom] says.”**

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

**The Clothesline Said So Much**

(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. From lines 1 to 16, give two reasons why the narrator believes that the use of clotheslines was a friendly link. **(2 marks)**

**U**

**Response: (Lines 1–16)**

- **it was a news forecast (line 1)**
- **no one kept secrets from others (lines 3–4)**
- **neighbours knew if someone had had company overnight (lines 5–8)**
- **a passerby knew if someone had a new baby (line 13)**

8. Identify two signs that someone in a house was ill. **(2 marks)**

**K**

**Response: (Lines 22–24)**

- **extra sheets on the clothesline (line 22)**
- **night-clothes / a bathrobe on the clothesline (line 23)**
- **clothing haphazardly strung (line 24)**

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

**My \$5 000 Cat**

(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 did the narrator’s lifestyle change once Ulysses came to live with her family? **(2 marks)**

**U**

**Response: (Paras 19, 27–29)**

- **She had to deal with dog and cat fights.**
- **She had to pay veterinarian bills for Ulysses’ illnesses.**
- **She began to view Ulysses as a member of the family.**

10. The veterinarian “could look into the future” (paragraph 21). What is the future foreseen by him? **(1 mark)**

**U**

**Response: (Para 21)**

- **He could foresee future health problems.**
- **He could foresee future costs.**

11. In paragraph 23, the attendant says, “try not to worry...too much.” State two meanings he intended. **(2 marks)**

**U**

**Response: (Para 23)**

- **There must be something seriously wrong with the cat.**
- **He is being kind and sympathetic to the owners.**
- **Don’t worry about the mounting vet bills for the cat.**
- **In the end, the cat likely will be fine.**
- **The attendant assumes that Ulysses’ owners are fond of the cat; of course they will worry.**

12. Explain the meaning of the concluding statement: “Besides, what’s money when family is involved?” **(1 mark)**

**H**

**Response: (Para 29)**

- **The well-being of family members matters far more than money.**
- **Ulysses is a family member.**

## PART E: FORMATS

### Angling Ethics

(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. State two reasons an angler should practise courtesy toward other anglers. **(2 marks)**

**U**

**Response: (Section PRACTISE COURTESY...)**

- to maintain conditions under which everyone involved may fish
- for the safety of everyone involved
- to allow room for everyone to fish
- for the comfort of everyone involved
- to avoid conflict among anglers
- to avoid damage to boats and gear

14. List two penalties that may be imposed on an angler who breaks fishing laws. **(2 marks)**

**K**

**Response: (Section BE AWARE OF PENALTIES...)**

- a fine of up to \$100 000
- a prison term of up to 12 months
- any fish illegally caught / or any equipment / vehicles / vessels / other items used in an offence could be seized



### 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 **Sam Smith**. You live at 35 Pine Drive, Prince George, BC. Your postal code is V2N 4W4. Use the following situation to write your business letter.

(6 marks)

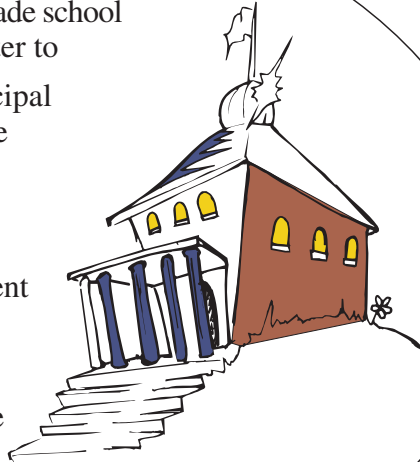
#### SITUATION

You are considering attending trade school to study carpentry. Write a letter to

Ms. June Cutter, Principal  
Pacific Trades College  
P.O. Box 543  
Burnaby, BC  
V2T 3M5

requesting information to be sent to you about the following:

- the tuition costs
- the types of housing available
- the length of the Carpentry Certification Program you wish to take



MARKS	CONTENT	STANDARD ENGLISH * <b>Body of the Letter</b>
<b>3</b>	<ul style="list-style-type: none"> <li>• Task or problem identified.</li> <li>• Suitable course of action proposed.</li> <li>• Specific 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>
<b>2</b>	<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 only 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>
<b>1</b>	<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>• Frequent incorrect use of words.</li> <li>• Spelling and punctuation errors interfere with meaning.</li> </ul>
<b>0</b>	<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)**

a)

**PROMPT A**

There can be many reasons for admiring another person.

**OR**

b)

**PROMPT B**

I was gazing at the face in the mirror.

## 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**