

**Communications 12**  
 August 2004 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.	C	K	1	1		22.	C	K	1	3
2.	C	K	1	1		23.	B	K	1	3
3.	B	K	1	1		24.	A	K	1	3
4.	A	K	1	1		25.	A	U	1	3
5.	B	K	1	1		26.	C	U	1	3
6.	D	K	1	1						
7.	D	K	1	1		27.	D	K	1	4
8.	D	K	1	1		28.	C	U	1	4
9.	D	K	1	1		29.	A	K	1	4
10.	A	K	1	1		30.	B	U	1	4
						31.	C	U	1	4
11.	C	K	1	2		32.	D	K	1	4
12.	D	U	1	2		33.	A	K	1	4
13.	A	K	1	2		34.	D	U	1	4
14.	B	K	1	2		35.	A	U	1	4
15.	B	U	1	2		36.	A	U	1	4
16.	B	K	1	2						
17.	D	U	1	2		37.	A	K	1	5
18.		DELETED				38.	D	U	1	5
						39.	C	K	1	5
19.	A	K	1	3		40.	D	U	1	5
20.	A	H	1	3		41.	C	K	1	5
21.	D	U	1	3		42.	D	K	1	5

**Multiple Choice = 42 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	4.	4	H	12	5
2.	2	U	3	1					
3.	3	U	3	1	5.	5	H	24	6

**Written Response = 45 marks**

Multiple Choice = 42 (42 questions)

Written Response = 45 (5 questions)

**TOTAL = 87 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. Paul and his family spent their vacation together.  
They stayed in an apartment.  
The apartment was new.  
The apartment overlooked a white and sandy beach. **(3 marks)**

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

**Superior:** Paul and his family spent their vacation together in a new apartment overlooking a white, sandy beach.

**Superior:** Paul and his family spent their vacation together in a new apartment that overlooked a white and sandy beach.

**Adequate:** Paul and his family spent their vacation in a new apartment, and it overlooked a white, sandy beach.

2. Some people suggest a cure for stress.  
The cure is to soak in a bathtub.  
The bathtub is full of warm water.  
The water contains herbal oil. **(3 marks)**

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

**Superior:** Some people suggest that a cure for stress is to soak in a bathtub full of warm water containing herbal oil.

**Superior:** A cure for stress, some people suggest, is to soak in a bathtub full of warm water containing herbal oil.

**Adequate:** Some people suggest that a cure for stress is to soak in a bathtub, and the tub is full of warm water and contains herbal oil.

3. Marika borrowed a snowboard.  
 The snowboard was from her friend.  
 She wanted to practise using the snowboard.  
 She wondered when it would snow.

(3 marks)

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

**Superior:** Marika wondered when it would snow because she wanted to practise using the snowboard that she had borrowed from her friend.

**Superior:** Having borrowed a snowboard from her friend, Marika wondered when it would snow so that she could practise using it.

**Adequate:** Marika borrowed a snowboard from her friend, and she wanted to practise using it, so she wondered when it would snow.

**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.

### Written-Response Question (12 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**.

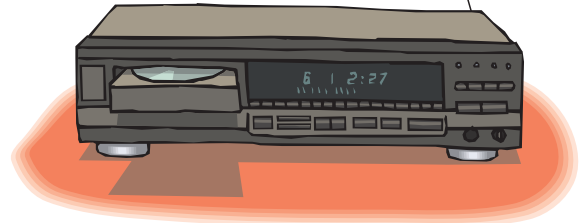
4. Assume your name is **Kris Roth**. You live at 1657 Victor Avenue, Golden, BC. Your postal code is V3J 5R6. Use the following situation to write your business letter. (12 marks)

#### SITUATION

Two weeks ago, you received your order from *NewTech Catalogue* for a Mini CD Stereo System, invoice no. 47936. It worked perfectly for the first ten days, but then broke down. It is covered by a one-year warranty.

Write to *NewTech Catalogue* at

P.O. Box 64  
Broadway Station  
Vancouver, BC  
V9C 6A2



Explain your situation and tell the company what action you want from them. Ask them to reply in writing.

MARKS	CONTENT	STANDARD ENGLISH * <b>Body of the Letter</b>
3	<ul style="list-style-type: none"> <li>• Task or problem identified.</li> <li>• Specific course of action proposed.</li> <li>• Suitable closing statement.</li> <li>• An acceptable format:               <ul style="list-style-type: none"> <li>– addresses provided are correctly used</li> <li>– date</li> <li>– complimentary closing</li> <li>– signature</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 acceptable, 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>
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>• Frequent 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**.

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

**(24 marks)**

a)

**PROMPT A**

A parent can be supportive of a child's education.

**OR**

b)

**PROMPT B**

I was reminded of a special moment from the past.

## 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**