

Communications 12
August 2006 — Form A
 Provincial Examination — Answer Key / Scoring Guide

Cognitive Processes

- C = Writing
- W = Retrieve Information
- X = Recognize Meaning
- Y = Interpret Texts
- Z = Analyze Texts

Question Types

- 16** = Multiple Choice (MC)
- 4** = Written Response (WR)

Topics

- 1. Literary Text
- 2. Informational Text
- 3. Communication Products
- 4. Composition

Weightings

- 20%
- 25%
- 30%
- 25%

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	C	X	1.5	1	–	MC
2.	A	Y	1.5	1	–	MC
3.	D	Y	1.5	1	–	MC
4.	A	X	1.5	1	–	MC
5.	C	Y	1.5	1	–	MC
6.	B	Y	1.5	1	–	MC
7.	A	Y	1.5	1	–	MC
8.	C	Y	1.5	1	–	MC
9.	D	Y	1.5	2	–	MC
10.	C	X	1.5	2	–	MC
11.	D	W	1.5	2	–	MC
12.	B	Y	1.5	2	–	MC
13.	C	Y	1.5	2	–	MC
14.	B	X	1.5	2	–	MC
15.	C	Y	1.5	2	–	MC
16.	B	Z	1.5	2	–	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	Z	12	2	–	WR
2.	–	C	12	3	–	WR
3.	–	C	9	3	–	WR
Option						
4.	–	C	24	4	–	WR
OR						
5.	–	C	24	4	–	WR

PART B: INFORMATIONAL TEXT

Value: 12 marks

Suggested Time: 15 minutes

INSTRUCTIONS: Read the following selection and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

**Have you ever had an electronic device that irritated you?
Read the article to learn one person’s solution to this problem.**

Gizmo geeks on trial

by Joseph Brean

(adapted)



- 1 It is a fundamental misstep of our techno-culture that my cellphone claims to know my “biorhythm¹” and yet has an alarm clock that is impossible to program.
- 2 This is no joke. On the screen, under the “special” menu (where else?), clicking on the biorhythm option delivers up a bar graph, five numbers and three letters. Today, I have an overall score of 37 890, the letters PEI, and no idea what it all means.
- 3 On any other device, this utterly useless feature might be tolerable, if a bit flaky. On this shiny gray wafer of a telephone, though, the very fact that the “biorhythm” meter seems to function properly makes me resent it. Why? Because the alarm clock—a function I have use for—cannot be programmed to go off at the time of my choosing, since it will only let me adjust the hour, not the minutes.
- 4 Kim Vicente, a University of Toronto engineer, sees my phone, with its incomprehensible and useless functions, as more than a mere annoyance. Rather, he believes it is a symptom of a vast epidemic of poorly designed technology that is costing billions of dollars and millions of lives.
- 5 Cooped up in high-tech design labs, surrounded by the latest in computing gadgets and soft drink machines, the men and women who design the world’s most important devices—from medical equipment, airplane cockpits and nuclear plant control rooms to more mundane gizmos like cellphones and VCRs—give little thought to the people who will use their creations, Vicente says.
- 6 As long as the technology is sound, their teachers tell them, users will find a way to muddle through. What other choice do we have?
- 7 In the case of my phone, the wizards who cooked up the biorhythm readings did not realize I would far prefer a working alarm. In the book, *The Human Factor*, Vicente shows how a similar design flaw helped bring about the Chernobyl nuclear disaster.
- 8 Chernobyl’s safety alarms and pressure gauges functioned perfectly until the end, giving staff endless data (numbers, letters, etc.) about the coming disaster, but very little useful information about what they could do. The control room was so poorly designed, Vicente says, that the technicians who watched the dials run out of control were bewildered.

¹ biorhythm: *body rhythms (e.g., daily cycle of sleeping and waking)*

(continued on next page)

- 9 To fix technology, Vicente says we first have to get rid of the outdated concept of “human error.” The expression usually means that the human using the technology accidentally did something the technology was not intended to do, such as crash the plane. But if the same human errors keep happening in the same way with the same technology, which human is really at fault, the user or the designer?
- 10 Vicente’s book spends a great deal of time describing design flaws as evidence of the need for a change in how designers of technology are taught.
- 11 For example, a certain type of airplane was involved in several near-crashes because two levers in the cockpit felt the same to pilots, who repeatedly confused them while their eyes were on the sky. One can never change the human tendency to make simple mistakes, the book argues, but changing the shape of the knobs eliminated these near-accidents completely.
- 12 There is hope for progress. Consider the Fender Stratocaster, the Corvette of electric guitars. When Leo Fender designed it in the 1950s, he undertook an extensive consultation process, asking guitarists what they liked and disliked about their instruments—learning, for instance, that the square edges on most guitars irritated the ribcage. Then, he stayed in contact after he sold his early models so he could improve later ones.
- 13 The result was a guitar that was so comfortable and user-friendly that it led to an artistic revolution, influencing rock from Buddy Holly to Jimi Hendrix, and culminating in Eric Clapton’s blistering solo on *Layla*, played on a 1956 Strat he called “Brownie.”
- 14 Still, most design engineers are not Leo Fender and most companies are unlikely to start a similar consultation process before launching a new generation of cellphones. Instead, engineers must become more sensitive to human nature.
- 15 This, says Vicente, will require nothing short of a “conceptual revolution,” similar to the Copernican revolution, in which scientists realized the Earth is not the centre of the universe. “We need to change engineering education so that people get exposed to these sorts of human and social issues as a part of engineering,” he says.

PART B: INFORMATIONAL TEXT
WRITTEN RESPONSE

Value: 12 marks

Suggested Time: 15 minutes

INSTRUCTIONS: In paragraph form and in approximately **125 words**, answer question 1 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** page to plan your work. The mark for your answer will be based on the appropriateness of the examples you use as well as the adequacy of your explanation and the quality of your written expression.

1. Refer to the article **Gizmo geeks on trial** on pages 5 and 6.

According to Vicente, what changes need to be made by designers, and why?
Support your answer with references to the article.

Note:

- **Other answers are possible.**
- **Students may use a variety of paragraph forms, including paragraphs with supporting points given in a bulleted list.**

Suggestions Regarding Response:

Change needed	Reason
<ul style="list-style-type: none"> • Designers need to consider consumers • Technology needs to be better designed, with comprehensible and useable functions • Designers need to provide useful instructions /information for operating their instruments • Designers need to recognize that they are at fault when “human error” occurs • Designers need to include consultation with consumers • Engineering education needs to include the human and social issues involved 	<ul style="list-style-type: none"> • to make it easier for consumers to use their creations. (paragraphs 3, 5) • to eliminate frustration, and to save money and lives. (paragraph 4) • to avoid disasters like that at Chernobyl. (paragraphs 7–8) • to encourage them to anticipate and avoid potential mistakes. (paragraphs 9–11) • to create comfortable, user-friendly products. (paragraphs 12–13) • to make products easy to use, and to avoid unnecessary mishaps. (paragraphs 14–15)

**SCORING GUIDE FOR INFORMATIONAL TEXT
WRITTEN RESPONSE (PART B)**

SCALEPOINT	CONTENT
6	<p>This superior response shows a thorough understanding of the passage and addresses all important elements of the question. The response is accurate, clear, complete, and well supported with evidence from the text. The response, however, need not be error free.</p> <ul style="list-style-type: none"> • Shows logical development of argument or ideas, including relevant and integrated details • May make connections with own experience, extend information from the text, or make inferences
5	<p>This effective response shows a clear understanding of the passage and addresses important elements of the question. The response is clear, organized, and supported with evidence from the text. Minor errors in content or language may be present.</p> <ul style="list-style-type: none"> • Shows logical development of argument or ideas, including relevant details • May make connections with own experience, extend information from the text, or make inferences
4	<p>This competent response shows understanding of the passage and addresses the main elements of the question. The response is supported with sufficient evidence from the text. Errors in content or language may be present, but do not impede meaning.</p> <ul style="list-style-type: none"> • Shows development of argument or ideas • Response addresses the task in a straight-forward manner • May make connections with own experience
3	<p>This adequate response shows some understanding of the passage and generally addresses the question. The response is weakly developed. Errors in content or language sometimes impede meaning.</p> <ul style="list-style-type: none"> • Includes some details • Support may not clearly relate to the task
2	<p>This inadequate response shows a flawed understanding of the passage, and the question is not well-addressed. The response is unclear or incomplete. Errors in content or language impede meaning.</p> <ul style="list-style-type: none"> • Ideas are not developed, or are merely a re-statement of text • Little or no support from the text
1	<p>This unacceptable response compounds the problems of “2”. It may be unintelligible or too short to meet the requirements of the task.</p>
0	<p>There is no attempt to address the topic, or the response shows a complete misunderstanding of the text and task.</p> <p>A zero can be assigned only by the marking chair or designate.</p>
NR	<p>No response is given.</p> <p>Papers which are left blank will be given a mark of NR (No Response).</p>

PART C: COMMUNICATION PRODUCTS (VISUAL DESIGN)

Value: 12 marks

Suggested Time: 20 minutes

INSTRUCTIONS: Answer question 2 in the **Response Booklet**. Use the **Organization and Planning** page to plan your work.

Read the situation below and create an appropriate visual design (complete with title). Use a variety of text, visuals, and graphics to support the message.

You may use some of the following symbols in your visual design.

- underline words to indicate *italics*
- circle words to indicate **bold**
- describe graphic use a box to indicate the look and placement of a graphic

2. Scenario:

You are **MacKenzie Jones**, a grade 12 student at Eaglestream Secondary School. The local newspaper is reporting a proposal to build a new arena in your community.

Task:

Read the information below. Create an effective advertisement to appear in your local newspaper, informing your community about the public meeting to be held regarding the arena proposal. Your advertisement should include information on the issues involved, and should encourage people to attend.

Information:

You and your high school friends Gregg and Marlo are discussing today's newspaper headline.

MacKenzie: "What do you think of the plan for the new arena? There's a public meeting to discuss it on May 3."

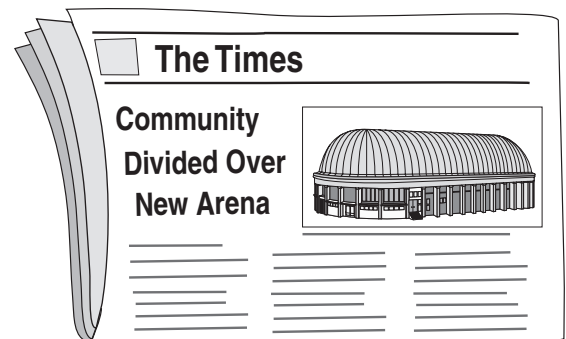
Gregg: "I think we really need it. My hockey team is begging for ice time right now."

MacKenzie: "Yeah, not to mention my figure skating club."

Marlo: "But do you realize what the costs will be? How can our little community afford it?"

MacKenzie: "If you look at the long term, it'll start paying for itself in about ten years."

Gregg: "Right, and meanwhile there's such a thing as a loan."



- Marlo: “I don’t know. It seems a little over the top. Plenty of people don’t play ice sports or even go out to watch.”
- Gregg: “Don’t forget that the arena could also be used for other kinds of events like concerts, or how about grad?”
- Marlo: “But think of the traffic problems it would create.”
- MacKenzie: “Okay, but think of the construction jobs. And once it’s built, *we* might even get a job there.”
- Gregg: “Well, whether we agree with the arena proposal or not, let’s make sure that as many people as possible attend the meeting. It’ll be at Windsor Hall at 7:30.”
- MacKenzie: “Good thinking. Let’s get going!”

WRITING ON
THIS PAGE
WILL NOT
BE MARKED.

Sample Response

Note: A wide variety of creative approaches is to be expected.

Public Meeting: Proposed New Arena

Be there – Thur., May 3, 2006 @ 7:30 pm Windsor Hall

Speak up while you can.

New Arena

Yes? or No?

Figure Skates. Small girl and a man, each with a hockey stick.	Person watching dollar bills slip through his fingers.
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- Ice time for everyone
- Costs covered in ten years
- Jobs created
- Setting for events
- High cost
- Unfair to non-users
- Traffic problems

Be sure to attend and let your views be heard.

SCORING GUIDE FOR VISUAL DESIGN (PART C)

SCALEPOINT	CONTENT
6	<p>This superior response is thoughtful and creative. The product need not be error free.</p> <ul style="list-style-type: none"> • Clearly demonstrates understanding of context, audience, purpose • Effective; includes all significant details • Logical in organization; uses parallel structure; layout is balanced • Effective titles and headings; effective emphasis • Effective use of visuals and graphics
5	<p>This very good response is clear and effective. There may be minor weaknesses in the product.</p> <ul style="list-style-type: none"> • Shows understanding of context, audience, purpose • Accurate; includes most significant details • Logical in organization; uses parallel structure; layout is generally balanced • Appropriate titles and headings; appropriate emphasis • Appropriate use of visuals and graphics
4	<p>This competent response is generally acceptable. There may be gaps or weaknesses in the product.</p> <ul style="list-style-type: none"> • Generally appropriate for context, audience and purpose • Appropriate details, but may include some redundancy • Evidence of organization and parallel structure; layout may lack balance • Acceptable titles and headings; acceptable emphasis • Acceptable use of visuals and graphics
3	<p>This adequate response is minimally acceptable. There are gaps or weaknesses in the product.</p> <ul style="list-style-type: none"> • Minimally acceptable for context, audience and purpose • May contain redundancy or irrelevant details/details may be weak or missing • Layout lacks balance • Some evidence of organization; parallel structure and appropriate emphasis are weak • Titles, headings, visuals and graphics are weak or missing
2	<p>This inadequate response is incomplete and unclear. There are significant gaps or weaknesses in the product.</p> <ul style="list-style-type: none"> • Less than minimally acceptable for context, audience and purpose • Contains redundancy or irrelevant details/significant information is missing • Layout lacks balance • Little evidence of organization; lacks parallel structure and appropriate emphasis • Titles, headings, visuals and graphics are missing or unacceptable
1	<p>This unacceptable response does not meet the purpose of the task. Significant information is omitted and the layout is inappropriate.</p>
0	<p>This response is off topic or unintelligible. A zero can be assigned only by the marking chair or designate.</p>
NR	<p>No response is given. Papers which are left blank will be given a mark of NR (No Response).</p>

PART C: BUSINESS LETTER

Value: 9 marks

Suggested Time: 15 minutes

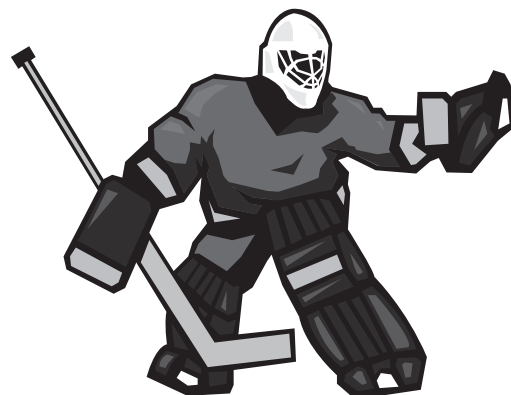
INSTRUCTIONS: Answer question 3 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** page to plan your work.

Writing as the individual below and using the information provided, write a **business** letter of **more than one** paragraph. Use complete and correct sentences.

3. You are **MacKenzie Jones**, a grade 12 student at Eaglestream Secondary School. Your address is 1629 Dogwood Close, Prince Rupert, BC V9X 4N2.

You would like the Prince Rupert Municipal Council to accept a proposal for a new arena to be built in your community. Many families currently have difficulty obtaining ice time for recreational skating, figure skating, and both boys' and girls' hockey.

Write a formal letter of request to Mayor Alexandria Rosner at Prince Rupert City Hall, 1210 Centennial Parkway, Prince Rupert, BC V9X 3T5.



WRITING ON
THIS PAGE
WILL NOT
BE MARKED.

SCORING GUIDE FOR BUSINESS LETTER (PART C)

Note: • Letters containing profanity and/or threats may be awarded a zero

SCALEPOINT	CONTENT
6	<p>This superior response is clear and complete, and shows a correct use of business letter format. It demonstrates a superior control of language and sentence structure, but need not be error free.</p> <ul style="list-style-type: none"> • Task or problem identified, and communicated effectively • Language and tone clearly demonstrate a full understanding of context, audience, purpose • Specific course of action proposed/suitable closing statement
5	<p>This effective response is clear, and shows correct use of business letter format. It demonstrates the use of Standard English; however, there may be minor errors that do not interfere with meaning.</p> <ul style="list-style-type: none"> • Task or problem identified, and communicated effectively • Language and tone demonstrate an understanding of context, audience, purpose • Specific course of action proposed/suitable closing statement
4	<p>This competent response is generally clear. It attempts the correct use of business letter format. It generally demonstrates the use of Standard English including correct sentence structure. However, there may be omissions or errors that do not interfere with meaning.</p> <ul style="list-style-type: none"> • Ideas are sufficiently organized and communicated • Language and tone generally demonstrate an understanding of context, audience, purpose • Course of action proposed/suitable closing statement
3	<p>This adequate response may lack clarity and organization. It attempts the correct use of business letter format. Ideas are often simplistic and there are some lapses in the use of Standard English including sentence structure. Errors may interfere with meaning, but do not predominate.</p> <ul style="list-style-type: none"> • Task or problem poorly communicated • Includes some of the necessary details • Language and tone may be minimally acceptable for a business letter • Course of action may be absent or vague/closing statement may be absent or unsuitable
2	<p>This inadequate response lacks clarity and organization. It fails to use correct business letter format. Ideas are often simplistic or incomplete. There are frequent lapses in use of Standard English including sentence structure. Errors predominate, and may interfere with meaning.</p> <ul style="list-style-type: none"> • Task or problem may not be identified • Course of action may be absent or vague • Closing statement may be absent or unsuitable • Language and tone may be inappropriate for a business letter • Demonstrates a lack of understanding of context, audience, purpose
1	<p>This response is unacceptable. An attempt to respond was made, but the product does not meet the purpose of the task. Significant information is omitted and the layout is inappropriate.</p>
0	<p>This response is off topic or unintelligible. A zero can be assigned only by the marking chair or designate.</p>
NR	<p>No response is given. Papers which are left blank will be given a mark of NR (No Response).</p>

PART D: COMPOSITION

Value: 24 marks

Suggested Time: 35 minutes

INSTRUCTIONS: Answer **one** of the following questions in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** page to plan your work.

Write a multi-paragraph composition of approximately **200 to 250** words based on **one** of the following topics, using standard English.

If you write on more than one topic, only the **first** will be marked.

4. It is important to maintain an active lifestyle.

OR

5. You never know what each new day will bring.

WRITING ON
THIS PAGE
WILL NOT
BE MARKED.

SCORING GUIDE FOR COMPOSITION (PART D)

SCALEPOINT	CONTENT
6	This superior response 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.
5	This effective response is 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.
4	This competent response 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.
3	This adequate response 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.
2	This inadequate response 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.
1	This unacceptable response 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.
0	<p>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:</p> <ul style="list-style-type: none"> 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. <p>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).</p>

END OF KEY