

Communications 12

Sample Exam 2007

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 of 5 = Written Response (WR)

Topics

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

Weightings

- 15%
- 30%
- 25%
- 30%

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

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

PART B: INFORMATIONAL TEXT

8 multiple-choice questions
1 written-response question
Value: 30%

Suggested Time: 30 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.

This article explains the development of the Greater Vancouver Zoo since its opening over 35 years ago.

The Greater Vancouver Zoo

by Darah Hansen

(adapted)

- 1 It's been 35 years since strange and exotic animals started showing up on a 48-hectare parcel of farmland in Aldergrove. Butter, a three-month-old lion cub, was the first to arrive in June 1970. He was joined a week later by an adult female hippopotamus called Gertrude. Two months later several more unusual occupants were added to the property—a grizzly bear, a small herd of buffalo, antelope—and the Vancouver Game Farm was born.
- 2 Sure there was a price to get through the gate, but the stated purpose of the farm when it officially opened to the public in August 1970, was about public education and wildlife conservation. "We intend to get all of the endangered species we can and breed them on the farm," stated Claus Mueller, one of the two men behind the farm at the beginning. "Otherwise, a lot of animals are going to be gone forever in a few years."
- 3 Over the years, the game farm—now known as the Greater Vancouver Zoo—has faced much criticism for conditions in which many of the animals in its care have lived and died. Four hippos have died prematurely over the past 20 years, most recently Gertrude and her mate Harvey.
- 4 Cages, pens and aquariums have long been cited by animal welfare groups as too small and outdated for many of its animals, including Arctic wolves, crocodiles, monkeys, snakes, lions and tigers.
- 5 Despite some opposition from animal welfare groups, more than three decades after it opened, the Greater Vancouver Zoo remains a fixture in the Lower Mainland, with celebrations set to get underway at the park to mark its 35th anniversary.
- 6 The bears, buffalo and big cats are still on display, along with 140 different species, for the enjoyment of the 200,000 people who go through the gates every year. According to zoo general manager, Malcolm Weatherston, it's his intention to expand and modernize the business, taking it into the 21st century in the image of cutting-edge zoos such as the San Diego Zoo. "Our goal is to make it one of the leading zoos in North America," he said. Like his predecessors at the game farm, Weatherston talked of conservation and education as the key principles driving the business.
- 7 In that vein, the zoo is currently host to a breeding project designed to help increase the Oregon spotted frog population, a local species currently considered endangered because of its sensitivity to pollution and environmental change. The small hatchery breeds approximately 700 frogs each year and releases them into the wild. The zoo is also taking part in a salmon restoration project in a creek that cuts through the Aldergrove property.

(continued on next page)

- 8 New, larger pens for the animals have also been a focus for the zoo in recent years. The Arctic wolves have been moved to a larger pen, as will the zoo's four Bactrian camels. The new camel enclosure is under construction and features the latest in zoo trends: It is not fenced. In this case, a portion of the enclosure is open to visitors, with a three-metre-wide stretch of rock lining the space where a fence would normally stand. Weatherston said the fenceless design gives visitors the sense they're viewing animals in a more natural habitat.
- 9 This increased emphasis on wildlife conservation at the Greater Vancouver Zoo is largely in part to pressure put on the zoo in the early 1990s. According to Peter Fricker, an animal behaviourist, the humane society has had its sights set on the zoo since 1994, when the provincial government launched an investigation into its alleged mistreatment of deer on the property. While the zoo was exonerated¹, the humane society and another animal welfare group, Zoocheck Canada, remained concerned. In 1997, both groups commissioned reports looking into zoo conditions. A lack of adequate space and lack of behavioural enrichment for the animals were two major problems cited.
- 10 According to Fricker, the animal behaviouralist contracted by the humane society to write the report, the boredom exhibited by Tina the elephant was so extreme she appeared to be "going insane." "Everyone remembers seeing Tina standing out in the rain in the winter and seeing her head bob up and down repeatedly. People were complaining all the time," Fricker further stated.
- 11 The death of the two hippos in 2004 and 2005 only increased concerns. But earlier this year, animal welfare activists eased up on the zoo when it hired Weatherston. With Weatherston
- at the helm, Fricker said there were "encouraging signs" things were going to improve.
- 12 Pen sizes were increased for many of the animals, new landscaping designs were introduced to vary the simulated habitat of other enclosures, and plans were put in place to replace the outdated pens currently housing the zoo's lions and tigers. This week, the hippo barn will be built—estimating it to be open in the new year.
- 13 Weatherston and Dorgan, an employee at the Vancouver zoo, are adamant that zoos are a necessary means of wildlife and wilderness conservation, now more than ever before. Children, said Weatherston, "can only go so far with books and pictures. This is the place to see wild animals and really understand what they're all about." Dorgan said it's important people develop a connection with animals, particularly top-of-the-food chain species such as lions or tigers. That bond, which he believes comes with seeing the animals first-hand, can inspire conservation efforts necessary to benefit all species sharing the habitat.

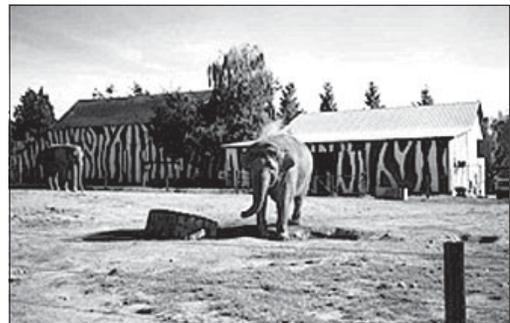


Figure 1

¹ exonerated: *found blameless*

PART B: INFORMATIONAL TEXT
WRITTEN RESPONSE

INSTRUCTIONS: In paragraph form and in approximately **125 words**, answer question 1 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space 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 **The Greater Vancouver Zoo** on pages 5 to 6.

Based on information in the article, is it appropriate to keep animals in zoos?
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.**

Keeping animals in zoos is appropriate.

- **The public has the opportunity to see animals they otherwise likely would not. (paragraph 1)**
- **Zoos can contribute to public education. (paragraph 2, 6, 13)**
- **Zoos can aid in wildlife conservation. (paragraph 2, 6, 13)**
- **Zoos are popular with the general public. (paragraph 5, 6)**
- **Zoos have the opportunity to aid in programs aimed at the conservation of wildlife not contained in zoos:**
 - **The Vancouver zoo has a breeding project to help increase the Oregon spotted frog population, releasing frogs into the wild (paragraph 7)**
 - **The Vancouver zoo takes part in a salmon restoration project (paragraph 7)**
- **Pens have become larger and some unfenced areas exist, benefits to both the animals and the visitors (paragraph 8, 12)**

Keeping animals in zoos is not appropriate.

- **Some animals die that may have continued to stay alive in the wild. (paragraph 3, 10)**
- **Cages are often too small and outdated. (paragraph 4)**
- **Zoos have been accused of mistreatment of animals. (paragraph 9)**
- **A lack of adequate space and lack of behavioural enrichment for the animals have been problems. (paragraph 9, 10)**

**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. 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: COMMUNICATION PRODUCTS

2 written-response questions
Value: 25%

Suggested Time: 35 minutes

VISUAL DESIGN

INSTRUCTIONS: Answer question 2 in the **Response Booklet**. Use the **Organization and Planning** space 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 **Terry Koppanick**, a student at Meadow Lake Community School, and a keen skateboarder. The School Board is holding a meeting on April 19, 2005 to discuss a proposal for a skateboard park to be built at the far end of Meadow Lake's playing field.

Task:

Read the information below and create an effective handout for the participants at the School Board meeting to encourage them to accept the proposal to build a skateboard park.

Information:

You and two of your friends are discussing the proposed skateboard park.

Terry: "It would be awesome to have our own skateboard park at the school. How can we convince people to build it?"

Maria: "Well, they're always complaining about skateboarders using the driveway. The park would end that problem."

Yukio: "It would be far away from any buildings, so there shouldn't be any complaints about noise."

Terry: "I know Centennial Mall will be happy not to have us hanging around there so much. We'll all be spending our time at the skateboard park instead."

Maria: "My parents will be relieved to know that I will be somewhere safer than the streets, at least."



Yukio: “There’s bound to be some discussion of the cost. Could we help out with some fund raising?”

Terry: “My dad is a member of the Business Improvement Association. He can probably give us some contacts for donations.”

Maria: “This park would make so many people happy, and I’m not just talking about us skateboarders!”

Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

WRITING ON THIS PAGE WILL NOT BE MARKED

VISUAL DESIGN

Sample Response

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

Support the proposal to build a new Skateboard Park
at Meadow Lake Community School

<p>Benefits for Skaters</p> <ul style="list-style-type: none">• a safer place to skate• a positive place to spend time	<p>Benefits for the Community</p> <ul style="list-style-type: none">• less noise• no skaters in the school driveway	<p>Benefits for Businesses</p> <ul style="list-style-type: none">• kids not hanging out at the mall• helps businesses to be part of the community
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Skateboarders will help raise funds!

<p>Graphic of a skateboarder at a park.</p>	<p>Graphic of a skateboarder doing a flip.</p>	<p>Graphic of a group of skateboarders with their thumbs up.</p>
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Vote Yes!

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

INSTRUCTIONS: Answer question 3 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space 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 **Terry Koppanick**, a student at Meadow Lake Community School, and an enthusiastic skateboarder. Your address is 1529 Skye Street, Nanaimo, BC V2S 6T4.

The School Board has passed a proposal to build a skateboard park at the far end of Meadow Lake's playing field. You and your friends have agreed to help raise the necessary funds.

Write a formal letter of request for a donation to Mr. Raymond Cheong, Manager of Home Creations Hardware Store, 719 Station Avenue, Nanaimo, BC V2S 3Z3.

Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

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

1 written-response question
Value: 30%

Suggested Time: 35 minutes

INSTRUCTIONS: Answer **one** of the following questions in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space 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. In your composition, you may use any appropriate method of development. You may explain, persuade, or describe, or you may tell a story.

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

4. Every community should provide a place for teenagers' leisure activities.

OR

5. I learned that a little respect goes a long way.

Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

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