

Communications 12  
**2007 August — Form A**  
 Provincial Examination — Answer Key

**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	Mark	Topic	PLO	Question Type	Question Source
1.	D	W	1.5	1	—	MC	
2.	C	X	1.5	1	—	MC	
3.	B	Y	1.5	1	—	MC	
4.	B	Y	1.5	1	—	MC	
5.	C	Y	1.5	1	—	MC	
6.	A	Y	1.5	1	—	MC	
7.	A	Y	1.5	1	—	MC	
8.	C	Y	1.5	1	—	MC	
9.	B	X	1.5	2	—	MC	
10.	D	Y	1.5	2	—	MC	
11.	B	Y	1.5	2	—	MC	
12.	B	Y	1.5	2	—	MC	
13.	C	Y	1.5	2	—	MC	
14.	A	W	1.5	2	—	MC	
15.	B	Z	1.5	2	—	MC	
16.	B	X	1.5	2	—	MC	

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
1.	—	Z	12	2	—	WR	
2.	—	C	12	3	—	WR	
3.	—	C	9	3	—	WR	
<b>Option</b>							
4.	—	C	24	4	—	WR	
<b>OR</b>							
5.	—	C	24	4	—	WR	

Communications 12  
**2007 August — Form A**  
Provincial Examination — Scoring Guide

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## 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 tells of a great mystery. Who really was the first to climb Mount Robson in the Canadian Rockies?

### Mount Robson Mystery

by Lynn Tanod

(adapted)

- 1 The “Monarch of the Rockies” towers 3954 metres above sea level. Long before British mountaineers tried to conquer Mount Everest, they came here to try Mount Robson—and fell short. Indeed, a climber ascending from the Yellowhead Highway up Robson’s south face to its summit gains the same elevation as he would climbing from Base Camp to the top of Mount Everest.
- 2 Somewhere up there, among the calving glaciers, falling rocks, avalanching snow, and thinning air, cowboy Curly Phillips inched along ledges in his smooth-soled boots; George Kinney struck his ice-axe through a cornice<sup>1</sup> and peered over a precipice that plummeted to the lake thousands of metres below; and Austrian guide Conrad Kain chopped five hundred steps into the ice to lead his companions up and down the mountain. A place of staggering beauty where mere mortals like me come to revitalize their spirits, Mount Robson is also the place where some of the most courageous mountaineers in Canadian history risked their lives to achieve their dreams.
- 3 One such man was George Kinney, born in New Brunswick in 1872. Mount Robson **enraptured** Kinney from the moment he beheld it: “Oh what a glorious sight it was that day we first saw it.” Kinney wrote during his 1907 expedition led by geologist and explorer A.P. Coleman, “There, buttressed across the whole valley and more, with its high flung crest mantled with a thousand ages of snow, Mount Robson shouldered its way into the eternal solitudes thousands of feet<sup>2</sup> higher than the surrounding mountains.”
- 4 That summer and the next, the party explored and mapped the area, naming Kinney Lake and Emperor Falls. However, their efforts to capture the peak from its west face were thwarted by snow, wind, and the sheer size of the mountain.
- 5 “The mountain’s combination of exposure and altitude results in bizarre and dangerous conditions,” explained Robert Sandford, a Canadian Rockies historian and author. “Mount Robson is monumental in its height, scale, presence, and weather. Men have literally been blown right off the mountain.”

<sup>1</sup> cornice: *an overhanging mass of snow*

<sup>2</sup> feet: *one foot equals .3 metres*

(continued on next page)

- 6 On September 9, 1908, Kinney narrowly missed such a fate when he left his party to make a harrowing solo attempt on the summit. After reaching about 2150 metres, he ate a meal of cold goat meat, wrapped his snow-sodden blankets around him, and tried to sleep on a “cliff in midair” while listening to the echo of avalanches falling all around him. The next morning, he climbed to the top of the mountain’s north shoulder, a story he dramatically retold in a *Canadian Alpine Journal* article.
- 7 “That storm was one of the fiercest blasts that I ever met. Three times, while crossing an exposed shale slope on the west, it literally tore me from my footholds and tumbled me over. . . . For over an hour I waited in the lee of a cliff, hoping the storm would pass. But instead of subsiding, it added the lash of snow to its fury, and whipped around the jutting crags in a foaming swirl of white. I determined to make a desperate attempt. . . . But the increased storm brought an enemy that completely vanquished<sup>3</sup> me.”
- 8 Kinney’s failure to reach the summit that day only stoked his passion. In 1909, the determined man set off on a month-long journey from Edmonton with three horses and two dollars and eighty-five cents in his pocket. He nearly drowned in the raging Rocky River and became stranded on an island in the middle of the swollen Athabasca River. Eventually, he partnered with Donald “Curly” Phillips, a twenty-five year old adventure-seeking guide from Ontario who had never climbed a mountain in his life.
- 9 Over the next twenty days, weather forced the two men to back down from Robson four times. Finally, nearly depleted of both food and energy, they climbed to 3200 metres and established “Camp Higher Up.” At dawn the next day—an inauspicious<sup>4</sup> Friday the 13<sup>th</sup>—the weather was clear, the snow was firm, and the pair was able to move rapidly. When the storm clouds moved in, they did not stop. The lack of places to rest, the sixty-degree angle climb, the ice-glazed rock, the blinding sleet: nothing could deter Kinney’s passion.
- 10 Five gruelling hours later, Kinney found himself chest-deep in snow masses along a razor-edged ridge. Standing atop a “needle peak,” he called into the wind, “In the name of Almighty God, by whose strength I have climbed here, I capture this peak, Mount Robson, for my own country, and for the Alpine Club of Canada.” Mount Robson had been conquered.
- 11 But every story has two sides and every mountain even more.
- 12 Though a gentleman’s word was usually accepted as proof enough, rumours that George Kinney and the rookie perhaps had not quite made it to the top began soon after their ascent. Though professional jealousy must also have been at play, many in the tight mountaineering community questioned the men’s experience and recalled Kinney’s tendency to exaggerate. Kinney’s lack of photographic evidence and his imprecise descriptions of the route also raised questions.
- 13 In the summer of 1913, the elite of the climbing world—led by Alpine Club of Canada organizer A.O. Wheeler and including Kain and Phillips—met at Mount Robson Camp with the publicized goal of reaching the summit. On July 31<sup>st</sup>, Kain led clients William Foster and Albert MacCarthy up Robson’s east face in a climb of daring and grace. Chopping steps in a zigzag route past ice gargoyles and navigating through a maze of terraced snow walls, Kain kept up a cheerful conversation with great cleverness and wit.
- 14 “Gentlemen, that’s as far as I can take you,” were Kain’s famous words when the three men finally stood on the summit.
- 15 Upon their return to the base camp below, the men related their adventure to their peers and the press. That night around the campfire, there was an astounding revelation. Phillips allegedly admitted that, in fact, he and Kinney had failed to “get up that last dome.”

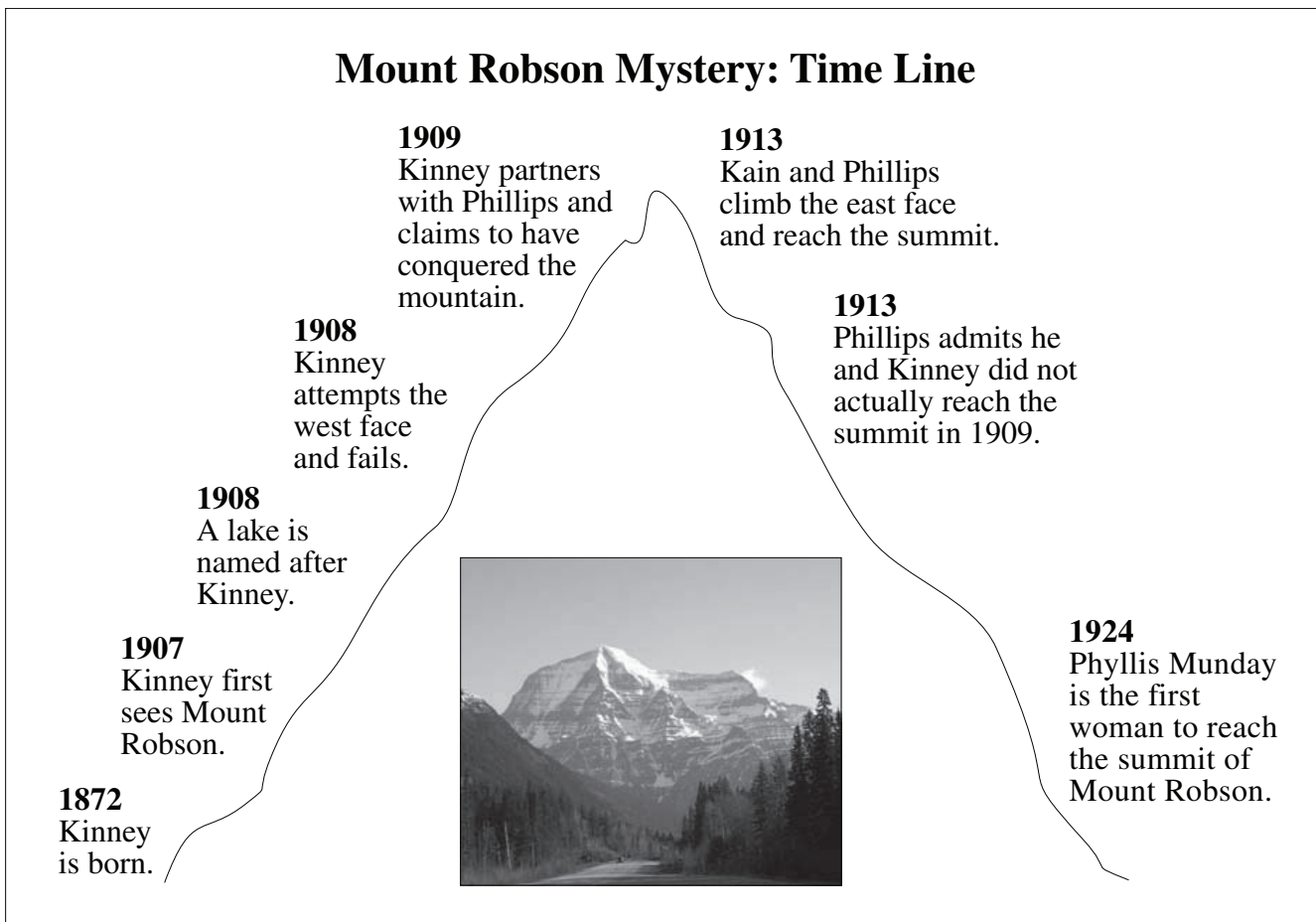
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<sup>3</sup> vanquished: *defeated*

<sup>4</sup> inauspicious: *unlucky*

- 16 Did Kinney lie? Did Phillips lie? In the golden age of mountaineering, careers, reputations, and fortunes were made on first ascents. Phillips may have wanted to give his new employers and good friend Kain the opportunity to claim Robson for themselves. Kinney may have been unable to admit failure, though it seems strange that Phillips kept this secret to himself for four years. In 1913, popular opinion sided with him. History was quick to follow. Kain is generally regarded as the first man up Robson. The first woman, brave British Columbia mountaineer Phyllis Munday, ascended Robson in 1924.
- 17 Whatever the truth about Kinney, it does not erase the significance of his climb. “What he accomplished took tremendous courage and no small element of competence,” says Robert Sandford. “In my view, their attempt was one of the boldest, most perilous ascents in history.”

- Indeed, Kain himself admired Kinney for climbing over the west ridge, “the most dangerous side one can choose.” On his personal map of Mount Robson, Kain seemed to credit Kinney when he wrote, “Showing route taken on second ascent of Mount Robson, July 31, 1913.” Kinney himself always maintained he had made it to the summit.
- 18 I often think of the strange and extraordinary George Kinney and his seemingly reckless adventures at Mount Robson. I wonder what drove him. What kind of person tries to climb a mountain twelve times? Who would dare to attempt it alone in a storm? Why did he do it?
- 19 I wonder just who was the first to conquer the “Monarch of the Rockies.”



**Figure 1**

**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 **Mount Robson Mystery** on pages 5 to 7.

Who do you think was the first person to reach the summit of Mount Robson—Kinney or Kain? Support your answer with references to the article.

**Note:**

- **Other answers are possible. Students may refer to either Kinney or Kain or to both.**
- **Students may use a variety of paragraph forms, including paragraphs with supporting points given in a bulleted list.**

**Kinney was the first because of the following:**

- **Kinney was so determined that he would not have stopped attempts to reach the summit if he had not succeeded. (para. 9)**
- **Phillips may have wanted to give his employer, Kain, the fame. (para. 16)**
- **Phillips had said nothing for four years about Kinney’s climb. (para. 16)**
- **Kain wrote on his personal map “ ‘ Showing route taken on second ascent of Mount Robson.’ ” (para. 17)**
- **“Kinney himself always maintained he had made it to the summit.” (para. 17)**

**Kain was first because of the following:**

- **Rumours began soon after Kinney’s climb that he had not made it to the top. (para. 12)**
- **Kinney liked to exaggerate. (para. 12)**
- **Kinney did not have photographic evidence. (para. 12)**
- **“Kinney may have been unable to admit failure.” (para. 16)**
- **It has been claimed in historical accounts that Kain was the first man up Mount Robson. (para. 16)**

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

SCALEPOINT	CONTENT
<b>6</b>	<p>This <b>superior</b> 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"> <li>• Shows logical development of argument or ideas, including relevant and integrated details</li> <li>• May make connections with own experience, extend information from the text, or make inferences</li> </ul>
<b>5</b>	<p>This <b>effective</b> 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"> <li>• Shows logical development of argument or ideas, including relevant details</li> <li>• May make connections with own experience, extend information from the text, or make inferences</li> </ul>
<b>4</b>	<p>This <b>competent</b> 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"> <li>• Shows development of argument or ideas</li> <li>• Response addresses the task in a straight-forward manner</li> <li>• May make connections with own experience</li> </ul>
<b>3</b>	<p>This <b>adequate</b> 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"> <li>• Includes some details</li> <li>• Support may not clearly relate to the task</li> </ul>
<b>2</b>	<p>This <b>inadequate</b> 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"> <li>• Ideas are not developed, or are merely a re-statement of text</li> <li>• Little or no support from the text</li> </ul>
<b>1</b>	<p>This <b>unacceptable</b> response compounds the problems of “2”. It may be unintelligible or too short to meet the requirements of the task.</p>
<b>0</b>	<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>
<b>NR</b>	<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 **Leni Cowan**, a member of the students' council at Ravenhill Secondary School in Burns Lake, B.C. The council is planning to hold the annual 30-Hour Famine in your school gym to raise money for your local food bank.

#### Task:

**Read the information below. Create an effective poster to advertise the 30-Hour Famine and to encourage students to participate.**

#### Information:

*You and fellow student council members, Suzanne and Roger, are discussing plans for the 30-Hour Famine.*

Leni: "We need as many people as possible to come out for the 30-Hour Famine this year. It's such a good cause because all the proceeds go to the food bank. What do you think will make people interested?"

Suzanne: "We should have a band, with dancing."

Roger: "How about asking kRash? They're really good. And karaoke would be fun too."

Leni: "Great! We should also have lots of board games and card games."

Suzanne: "We could set up a darts corner too."

Roger: "And don't forget about movies and video games. I can ask Burns Lake Video to donate some DVDs and game disks."



(continued on next page)



Suzanne: “Cool! I know my dad’s store will donate juices and bottled water.”

Roger: “Mario’s Deli is usually willing to provide breakfast items for the morning after the fast.”

Leni: “What’s the date of the Famine again?”

Suzanne: “Thursday, April 23, starting at midnight, and ending Saturday at 6:00 a.m. The actual gathering in the gym for the activities starts after classes on the Friday and goes until Saturday morning.”

Leni: “We can put the pledge forms for the Famine on the counter in the Main Office.”

Roger: “All the activities will really help to take everyone’s mind off being hungry.”

Leni: “And having lots to do will encourage people to sign up.”

Suzanne: “Let’s get started on that poster, and stock those food bank shelves!”

### **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.

**30-Hour Famine**

for Ravenhill Secondary Students

Thursday, April 23, midnight – Saturday, April 25, 6:00 am

**Help to Raise Money for the Food Bank**

Go without food for a short time      ↔      Provide others with food for a long time

**Activities in the Ravenhill Secondary Gym start Friday 3:00 pm**

Graphic of guitar and drums	<ul style="list-style-type: none"><li>• dance to kRash</li><li>• sing karaoke</li><li>• play board games, cards, darts, video games</li><li>• watch movies</li><li>• drink free juices and bottled water</li><li>• end the Famine with a free breakfast</li></ul>	Graphic of a deck of cards
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Graphic of bagel, cereal, juice

Pledge forms on Main Office counter

Due April 20

## SCORING GUIDE FOR VISUAL DESIGN (PART C)

SCALEPOINT	CONTENT
<b>6</b>	<p>This <b>superior</b> response is thoughtful and creative. The product need not be error free.</p> <ul style="list-style-type: none"> <li>• Clearly demonstrates understanding of context, audience, purpose</li> <li>• Effective; includes all significant details</li> <li>• Logical in organization; uses parallel structure; layout is balanced</li> <li>• Effective titles and headings; effective emphasis</li> <li>• Effective use of visuals and graphics</li> </ul>
<b>5</b>	<p>This <b>very good</b> response is clear and effective. There may be minor weaknesses in the product.</p> <ul style="list-style-type: none"> <li>• Shows understanding of context, audience, purpose</li> <li>• Accurate; includes most significant details</li> <li>• Logical in organization; uses parallel structure; layout is generally balanced</li> <li>• Appropriate titles and headings; appropriate emphasis</li> <li>• Appropriate use of visuals and graphics</li> </ul>
<b>4</b>	<p>This <b>competent</b> response is generally acceptable. There may be gaps or weaknesses in the product.</p> <ul style="list-style-type: none"> <li>• Generally appropriate for context, audience and purpose</li> <li>• Appropriate details, but may include some redundancy</li> <li>• Evidence of organization and parallel structure; layout may lack balance</li> <li>• Acceptable titles and headings; acceptable emphasis</li> <li>• Acceptable use of visuals and graphics</li> </ul>
<b>3</b>	<p>This <b>adequate</b> response is minimally acceptable. There are gaps or weaknesses in the product.</p> <ul style="list-style-type: none"> <li>• Minimally acceptable for context, audience and purpose</li> <li>• May contain redundancy or irrelevant details/details may be weak or missing</li> <li>• Layout lacks balance</li> <li>• Some evidence of organization; parallel structure and appropriate emphasis are weak</li> <li>• Titles, headings, visuals and graphics are weak or missing</li> </ul>
<b>2</b>	<p>This <b>inadequate</b> response is incomplete and unclear. There are significant gaps or weaknesses in the product.</p> <ul style="list-style-type: none"> <li>• Less than minimally acceptable for context, audience and purpose</li> <li>• Contains redundancy or irrelevant details/significant information is missing</li> <li>• Layout lacks balance</li> <li>• Little evidence of organization; lacks parallel structure and appropriate emphasis</li> <li>• Titles, headings, visuals and graphics are missing or unacceptable</li> </ul>
<b>1</b>	<p>This <b>unacceptable</b> response does not meet the purpose of the task. Significant information is omitted and the layout is inappropriate.</p>
<b>0</b>	<p>This response is off topic or unintelligible. A zero can be assigned only by the marking chair or designate.</p>
<b>NR</b>	<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** 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 **Leni Cowan**, a member of the students' council at Ravenhill Secondary School. Your school address is 45 Osprey Crescent, Burns Lake, BC V4R 5M5.

The students' council is planning a 30-Hour Famine in the school starting Thursday, April 23, to raise money for the local food bank. To encourage as many students as possible to participate, you are offering a free breakfast to end the fast on Saturday morning. You want to ask the manager of Mario's Deli to donate bagels, muffins, fruit and other breakfast items.



Write a formal letter of request to Mr. Mario Severi, Manager of Mario's Deli, 864 Alexis Drive, Burns Lake, BC V4X 4N5.

### 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
<b>6</b>	<p>This <b>superior</b> 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"> <li>• Task or problem identified, and communicated effectively</li> <li>• Language and tone clearly demonstrate a full understanding of context, audience, purpose</li> <li>• Specific course of action proposed/suitable closing statement</li> </ul>
<b>5</b>	<p>This <b>effective</b> 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"> <li>• Task or problem identified, and communicated effectively</li> <li>• Language and tone demonstrate an understanding of context, audience, purpose</li> <li>• Specific course of action proposed/suitable closing statement</li> </ul>
<b>4</b>	<p>This <b>competent</b> 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"> <li>• Ideas are sufficiently organized and communicated</li> <li>• Language and tone generally demonstrate an understanding of context, audience, purpose</li> <li>• Course of action proposed/suitable closing statement</li> </ul>
<b>3</b>	<p>This <b>adequate</b> 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"> <li>• Task or problem poorly communicated</li> <li>• Includes some of the necessary details</li> <li>• Language and tone may be minimally acceptable for a business letter</li> <li>• Course of action may be absent or vague/closing statement may be absent or unsuitable</li> </ul>
<b>2</b>	<p>This <b>inadequate</b> 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"> <li>• Task or problem may not be identified</li> <li>• Course of action may be absent or vague</li> <li>• Closing statement may be absent or unsuitable</li> <li>• Language and tone may be inappropriate for a business letter</li> <li>• Demonstrates a lack of understanding of context, audience, purpose</li> </ul>
<b>1</b>	<p>This response is <b>unacceptable</b>. 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>
<b>0</b>	<p>This response is off topic or unintelligible. A zero can be assigned only by the marking chair or designate.</p>
<b>NR</b>	<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. No one should have to go hungry.

**OR**

5. I never solved the mystery.

**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
<b>6</b>	This <b>superior</b> 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.
<b>5</b>	This <b>effective</b> 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.
<b>4</b>	This <b>competent</b> 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.
<b>3</b>	This <b>adequate</b> 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.
<b>2</b>	This <b>inadequate</b> 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.
<b>1</b>	This <b>unacceptable</b> 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.
<b>0</b>	<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"> <li>a) no discernible grasp of English idiom;</li> <li>b) too deficient in length to evaluate;</li> <li>c) errors that make the paper unintelligible;</li> <li>d) the paper deliberately addresses a topic not given.</li> </ul> <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>