

Communications 12
2009/10 Released Exam
August 2010 — 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
1.	B	X	1.5	1	—	MC
2.	C	Z	1.5	1	—	MC
3.	C	X	1.5	1	—	MC
4.	D	Y	1.5	1	—	MC
5.	B	Y	1.5	1	—	MC
6.	B	Y	1.5	1	—	MC
7.	A	Y	1.5	1	—	MC
8.	B	Y	1.5	1	—	MC
9.	C	Y	1.5	2	—	MC
10.	B	Y	1.5	2	—	MC
11.	D	Y	1.5	2	—	MC
12.	D	W	1.5	2	—	MC
13.	A	X	1.5	2	—	MC
14.	D	X	1.5	2	—	MC
15.	C	Y	1.5	2	—	MC
16.	B	Y	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

Communications 12
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Provincial Examination — Scoring Guide

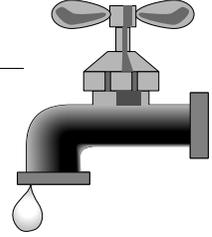


Which is better for you – bottled or tap water?

All Wet: Bottled Water vs. Tap

by Laura Lindstrom

(adapted)



- 1 My neighbour stepped into the elevator, her blue recycling bag overflowing with empty, one-litre plastic water bottles.
 - 2 Jokingly, I asked, “Do you ever drink tap water?”
 - 3 She shook her head. “I know this stuff might come from a tap,” she said, glancing down at the bottles. “But it tastes better. Maybe it’s psychological.”
 - 4 Whatever it is, it seems to be catching. The bottled water market has grown steadily since 1996 with Canadians spending \$851 million on bottled water in 2001, according to a report published by Datamonitor Industry Market Research (January 2002). The same report forecasted Canadian bottled water sales would reach \$1.1 billion in 2006. They’re just as thirsty below the border. More recent numbers show Americans drank up \$8 billion worth of bottled water in 2003, an increase of \$500 million from 2002 (*Beverage World*, April 15, 2004). That’s second only to pop. And it’s a lot of money spent on something that, for most people in North America, flows cheaply from their taps.
 - 5 So why shell out the extra money and create more plastic? One possible reason is a perception of safety. The image of municipal water systems took a heavy blow with the tragic consequences of water contamination with *E. coli* in Walkerton, Ontario, in May 2000. Seven people died and 2300 got sick.
- A year later, another public water scare hit the news when cryptosporidium was found in the water supply of North Battleford, Saskatchewan, in April 2001. Cryptosporidium is a parasite that causes persistent diarrhea, cramping, nausea, fever and dehydration—not a welcome seasoning with a fresh glass of water.
- 6 The Canadian Bottled Water Association’s (CBWA) website hints bottled water may be safer than tap water as many of the members use fine filtration systems to remove parasites such as cryptosporidium or giardia, another cause of digestive distress. Many municipal water supply systems draw water from surface sources such as lakes and cannot guarantee the water is 100 per cent free of these pests.
 - 7 Canadian bottled water has a good reputation with a few small exceptions. In October 2000, the government warned Canadians not to drink Mount Pelion brand water (sold in Ontario). It was suspected to be contaminated with the bacteria *Pseudomonas aeruginos*, which could lead to serious gastrointestinal illness. Then in November 2003, a Mount Pelion business partner was fined \$5000 for violating the Food and Drug Act. A government investigation determined that the product was misrepresented as spring water when it was derived from another source. The company is not listed as a member of the CBWA.

(continued on next page)

- 8 A recall in Europe in the spring of 2004 was more dramatic. In March, a month after Coca-Cola introduced Dasani water to England, it all had to be pulled from the shelves when unacceptable levels of bromate—a carcinogen—were discovered in the drink. The irony is that the water was safe and drinkable when it was supplied by Thames Water to begin with. The company hasn't had these problems in other markets.
- 9 Nothing's perfect. But Health Canada, along with the Canadian Food Inspection Agency (CFIA), is currently reviewing bottled water regulations for commercially produced "packaged water" and ice. While tap water is a provincial and municipal responsibility, bottled water is classified as a food so it is subjected to the same surveillance from the Canadian Food Inspection Agency as any other processed food item marketed in Canada.
- 10 The regulations were originally drafted in 1973 (with some additions in 1980) and so are being updated for new developments, says Paul Kirkby, a food safety specialist with the CFIA. "The industry changes and the public taste changes. We're being confronted with different types of water without product identifiers telling us what the products are."
- 11 Take "glacier water," for example. How far off the glacier can it run before it's not glacier water anymore? Clearer labelling for products with mineral content is in the works, and microbiological standards also need to be revamped to bring them in with the newer technology and knowledge.
- 12 Kirkby says both municipal and private water plants are designed for similar levels of safety and therefore, if they meet those standards, their products are equally safe. While he says there's an assumption that all surface water sources could contain troublesome microbes, municipal treatment plants use depth and filtration processes to remove them.
- 13 Dr. Barry Boettger, the BC provincial drinking water officer, says that there's always a possibility something could go wrong with any water processing plant, be it municipal or private.
- 14 He says while bottled water companies often assert their treatment programs are above government standards, "filters can fail, the ozone can stop, and machines can break down. Most of the larger suppliers are doing a good job. Occasionally you have small suppliers starting up and selling water that's not treated at all. So they have to be shut down."
- 15 People can create their own problems with bottled water, too, if they don't keep it in the fridge after opening or if it's not stored properly. A warm, opened bottle of water can become a lively aquarium for bacteria.
- 16 Ultimately, the appeal of bottled water comes down to taste and convenience, and bottled or unbottled, it's low-fat, low-carb, and calorie-free.

Blind taste test—three people, six bottles, a tap and a few surprises

Bottled water drinkers, like coffee lovers, have their preferences. In a blind taste test, Laura Lindstrom checked to see if two photographers and an art director would indeed pick their favourite labels when put to the test.

Before taking the taste test, the photographers listed Dasani and Aquafina as their preferred drinks; the art director listed Evian.

The testers then sipped from cups of different waters (their names hidden) and rated their tastiness on a one-to-five scale, with five as the highest score.

Surprises: Instead of the bigger brands, Whistler Water received the highest all-around reviews. One photographer preferred Vancouver tap water above all else. Aquafina, noted as a pre-test first choice, did not do as well as expected. The art director, however, correctly identified her favoured brand of bottled refreshment—Evian.

Brand	Ratings (out of 5)			Overall Score (out of 15)
Whistler Water	5	4	3	12
Dasani	3	3	3	9
Polaris	2	3	3	8
Tap water	1	5	2	8
Penta	2	4	2	8
Aquafina	2	3	2	7
Evian	2	1	4	7

Photographer 1
Photographer 2
Art Director

Figure 1

PART B: INFORMATIONAL TEXT
WRITTEN RESPONSE

INSTRUCTIONS: In paragraph form and in at least **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 **All Wet: Bottled Water vs. Tap** on pages 5 to 7.

According to the article, which is safer, tap water or bottled water? 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:

Tap water is safer

- **some bottled waters have been contaminated with bacteria and carcinogens (paragraphs 7, 8)**
- **the tap water supplied to Dasani brand had been safe before being bottled (paragraph 8)**
- **small suppliers of bottled water may not provide treatment of the water (paragraph 14)**
- **bottled water may grow bacteria if bottles are improperly stored (paragraph 15)**

Bottled water is safer

- **contamination of municipal water systems has caused illness and death (paragraph 5)**
- **many members of the Canadian Bottled Water Association use fine filtration systems to remove parasites (paragraph 6)**
- **many municipal water supply systems draw water from surface sources not guaranteed to be 100% free of parasites (paragraph 6)**
- **bottled water is monitored by the Canadian Food Inspection Agency, whose regulations have been updated (paragraphs 9, 10)**

Tap water and bottled water are equally safe

- **bottled water may have come from a tap (paragraph 3)**
- **both municipal and private water plants are designed for similar levels of safety (paragraph 12)**
- **both municipal and private water plants use filtration systems to remove microbes (paragraphs 6, 12)**
- **something could go wrong with any water processing plant (paragraphs 13, 14)**

**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

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**
-  use a box to indicate the look and placement of a graphic

2. Scenario:

You are **April Goulet**, a member of the Leadership class at Caledonia Secondary School. Your class is organizing the Terry Fox Run for your school.

Task:

Read the information below. Create an effective poster to be displayed throughout the school. Your poster should encourage students to participate in the Run, and should include all the necessary details.

Information:

You and two classmates, Derwin and Rob, are discussing the upcoming Terry Fox Run.

April: “Last year’s Terry Fox Run was a great success, so what do you think will make kids want to take part again this year?”

Derwin: “Well, we could remind them that all the money raised goes to help find a cure for cancer. Who doesn’t think that’s a good cause?”

Rob: “And anyway, it’s fun to go out and get pledges, especially if you go with a friend.”

April: “Maybe friends could challenge one another to bring in the most money. We could pick up the pledge sheets in a basket on the counter in the main office.”

Derwin: “Terry Fox is a hero to so many people. I think a lot of kids will run as a way of honouring his memory.”

Rob: “Besides, September 14 will probably be a sunny day. Doing the Run will be a good excuse for being outside. Ms. Kopar says we can have an hour off classes.”

Derwin: “I know it’s called a ‘run,’ but do we actually have to run?”

April: “No, you can cover the route anyway you like—rollerblade, skateboard, wheelchair.”

Derwin: “Great. That means my friend Madison can come.”

April: “Now, what other details do we need to tell people?”

Derwin: “The time and the route. The Run starts at the school track at 11:00 a.m., and goes from there along Main Street to Hudson Park and back.”

Rob: “That’s about three kilometres. Even I can handle that!”



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.

COME FOR THE FUN: THE TERRY FOX RUN
and Help Find a Cure for Cancer

JOG WALK SKATE WHEELCHAIR BLADE

The time: 11:00 a.m.
Friday, September 14

The place: Caledonia Secondary School

The route: The Track → Main Street
← Hudson Park ←

A walker, a runner, and
a person in a wheelchair
on a track

Honour a Hero
Start gathering pledges now.

Challenge a Friend for the Most Pledges!

(Pledge sheets in the main office.)
Everyone Welcome!

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 effective response is clear and meets the purpose of the task. 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 **April Goulet**, a member of the Leadership class at Caledonia Secondary School. Your school address is 1432 MacGregor Street, Princeton, BC V3Y 2A6.

You are helping to organize the Terry Fox Run at your school. Handy Dandy Deli has often supported school fundraisers in the past. You want to ask them to donate juice boxes, bottled water, and doughnuts for the Terry Fox Run to be held on September 14.



Write a formal letter of request to Cecil Henry, Manager of Handy Dandy Deli at 879 Forest Place, Princeton, BC V3Y F9X.

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

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 at least **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. Traditions are important in our lives.

OR

5. I found an opportunity for learning where I least expected it.

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	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: <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.</p>
NR	Papers which are left blank are given a mark of NR (No Response).