

Communications 12
2010/11 Released Exam
August 2011 — 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.	A	W	1.5	1	—	MC
2.	C	Y	1.5	1	—	MC
3.	B	X	1.5	1	—	MC
4.	C	Y	1.5	1	—	MC
5.	D	X	1.5	1	—	MC
6.	B	X	1.5	1	—	MC
7.	D	Y	1.5	1	—	MC
8.	D	Y	1.5	1	—	MC
9.	D	Y	1.5	2	—	MC
10.	B	W	1.5	2	—	MC
11.	C	Y	1.5	2	—	MC
12.	A	X	1.5	2	—	MC
13.	C	X	1.5	2	—	MC
14.	C	Y	1.5	2	—	MC
15.	A	Y	1.5	2	—	MC
16.	C	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
2010/11 Released Exam
August 2011 — Form A
Provincial Examination — Scoring Guide

PART B: INFORMATIONAL TEXT

Rick Hansen keeps his dream alive with ambitious goals.

Perpetual motion

by Grania Litwin

(adapted)

- 1 When Rick Hansen rolled across the Vancouver finish line of his epic Man in Motion tour in 1987, he looked up and saw a sign overhead that read: “The end is just the beginning.”
- 2 The three-time world champion wheelchair racer groaned. He had just pushed his chair 40 000 kilometres around the globe, through 34 countries, up mountain ranges, through freezing blizzards and along the Great Wall of China.
- 3 But he soon realized the profound truth of that statement.
- 4 For 20 years he has carried the torch for spinal cord injury research, inspired others, argued that disabilities are in people’s minds, not in their bodies, showed the world the power of his dream—and now he is on a roll again.
- 5 “This journey isn’t just about someone in a chair, permanently paralyzed,” said Hansen, 47.
- 6 “It’s also about an increasing number of people who have partial recovery or even full recovery, who are still dealing with fairly debilitating issues that need to be addressed,” said Hansen, who is president and CEO of the Rick Hansen Man in Motion Foundation.
- 7 “There has been an amazing amount of progress in the years since I finished the tour. When I was injured in 1973, only about 30 per cent of people with spinal cord injuries had a chance of any level of recovery at all,” he said. “Today it’s 70 per cent.



May 23, 1987: A hero’s welcome at BC Place in Vancouver, after he pushed his chair 40 000 kilometres through 34 countries

Figure 1

- 8 “People like former BC premier Mike Harcourt are walking again thanks to huge advances in how people are treated at the site of injury, the speed of evacuation, new drug therapy to reduce swelling, specialized treatment centres, getting rehab¹ more rapidly, new imaging technology, and exceptional neural and spinal surgeons.”
- 9 The credit for much of that progress belongs to Hansen, whose consciousness-raising efforts helped raise funding of \$158 million, said neuroscientist Dr. Paul Steeves, director

¹ rehab: *rehabilitation treatment*

- of the International Collaboration on Repair Discoveries (ICORD). Based at the University of BC, ICORD is the world's largest spinal research centre, with members from Singapore to St. Petersburg, and 25 locations in BC alone.
- 10 Steeves said Hansen's role model is as important as the money he has provided to organizations around the globe, including the Paraplegic Association and BC Wheelchair Sports.
 - 11 Hansen said the core of this thinking today is: "What can we do to accelerate the translation of discoveries into things that help people, to bridge the gap between hope and reality? We want to get surgeons in the lab, researchers into the operating room, have faster innovation and application."
 - 12 And, he outlined some of his objectives: "We want to measure best practices and have a registry that links every centre around the world, so we have a common patient pool and can assess what treatment strategies make a difference. Canada is among the top five in the world giving attention to spinal cord injury, but we have a long way to go," said Hansen.
 - 13 Hansen was born in Port Alberni, grew up in Williams Lake, and now lives in Richmond, B.C. He married his tour physiotherapist, Amanda, and has three children.
 - 14 In 1973, he was a carefree 15-year-old who lived and breathed sports. Then one day, after hitching home to Williams Lake from a fishing trip, the truck he was riding in spun out of control and crashed.
 - 15 Hansen would never walk again.
 - 16 He waited three long months in hospital for rehabilitation, strapped onto a hard bed that was rotated, face up, face down, every few hours. He was so weak he could hardly lift a glass of water. One day while facing the floor, he felt ill and buzzed for a nurse, but no one came. He vomited and hung there looking at the mess, wondering if this was to be his future.
 - 17 At that point he made a choice and, with every ounce of his physical strength and emotional brawn, he began working his way out of the depression, hopelessness and pain, toward an active, meaningful, passionate life. "I had to focus on something I could do, set goals. It was a great victory when I just sat up," he said with a grin.
 - 18 Always an adventurer, he became a pioneer, a visionary who realized the biggest challenge is surmounting attitudes about ourselves—and fear.
 - 19 "I had to open up, accept help," Hansen said, and that included embracing his new circumstances by focusing on potential, not loss. He became a wheelchair athlete, joined a basketball team, started racing, and then concocted the extraordinary goal of wheeling round the world, a journey partly inspired by his friend Terry Fox.



March 31, 1987: At the Terry Fox Monument near Thunder Bay, Ont.

Figure 2

- 20 At the end of the first day of his legendary trip his muscles were screaming. “I had ice packs on my wrists, my arms and thought, ‘What the heck am I doing?’ ” Hansen said.
- 21 “I was injured already and had 25 000 miles² to go. I had to find the motivation inside, to take just one more stroke, and another, and another.”
- 22 The tour lasted two years, two months, two days, and during that grueling time he discovered “there are no frontiers that can’t be crossed—and life has to be based on a sense of meaning and purpose, not legs.”
- 23 “Never be a victim,” advised Hansen who said he wouldn’t trade his life as it is now for the use of his legs. “You don’t have to be cured to be whole and the only thing that stops people reaching for their dreams is fear of failure. Failure is not having the courage to try. Focus on what you can do. Always challenge yourself, nurture your body and soul. I want to raise \$10 million in the next five years and not stop until we see a wheelchair in a museum.”

² mile: 1.6 kilometres

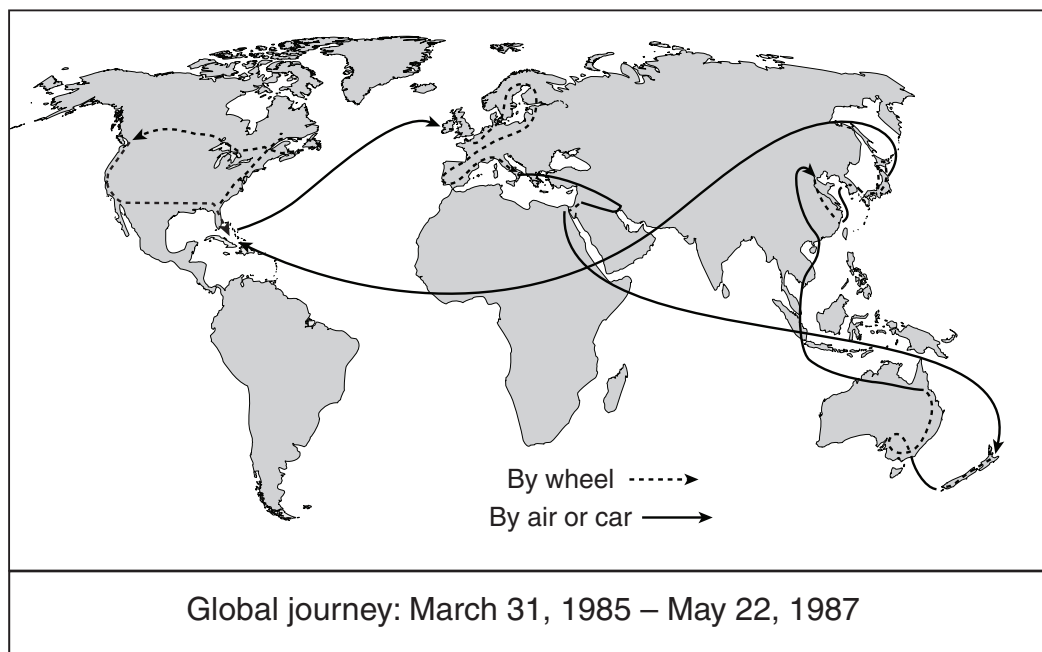


Figure 3

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 **Perpetual motion** on pages 5 to 7.

Why is Rick Hansen a powerful role model? 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:

- **he wheeled his chair 40 000 km around the globe to raise awareness for spinal cord research (paragraph 2)**
- **he is an inspiration for others with disabilities (paragraph 4)**
- **he argues that disabilities are in people’s minds, not in their bodies (paragraph 4)**
- **he has helped raise money that has in turn led to advances in how people with spinal cord injuries are treated (paragraph 7)**
- **he is lobbying for a world-wide registry for spinal cord injury treatment (paragraph 12)**
- **he has helped Canada become one of the top five countries in the world giving attention to spinal cord injury treatment (paragraph 12)**
- **he focused on what he could do, and set goals (paragraph 17)**
- **he has become a wheelchair athlete (paragraph 19)**
- **he had to find the interior motivation to persist in the face of pain and difficulty (paragraphs 20–22)**
- **he encourages all people to focus on what they can do (paragraph 23)**

**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/or 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

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 **Jo Tessem**, a grade 12 student at Frasersview Secondary School and a member of the Fine Arts Club. You are meeting to plan a Variety Show to help raise money for your local Food Bank.

Task:

Read the information below. Create an appealing poster that advertises the upcoming Variety Show, indicating the key information. This poster will be displayed throughout your school and in the community.

Information:

You and two classmates, Matt and Erica, are discussing details of the upcoming Variety Show.

Jo: “Okay, we need to start advertising this fundraiser. What kinds of performances should we have? What would people like to see?”

Matt: “Well, we’ve got some good bands here at the school. There are some guys in my history class who played at the pep rally last year.”

Erica: “Those guys are good. My drama class has been working on some comedy sketches. And Mr. Chan is pretty funny. I’m sure he’d love to be the MC.”

Matt: “Hadn’t thought of him. Good idea. We should have more than just music and acting, though. Who else is talented in our school?”

Jo: “Hey, my sister’s friend is a magician. She does card tricks. She’s pretty good. I’ll ask her.”

Erica: “We should get some more teachers involved. How about Mr. Hillard? Remember when he rode his unicycle? I hear he can juggle too.”

Matt: “Now we need to get some other details sorted out. When should we have this Variety Show?”

Jo: “How about before Easter? The Food Bank is always looking for donations before a holiday like Easter. March 15th is a Wednesday. We could have an evening show, around 7:00 pm.”

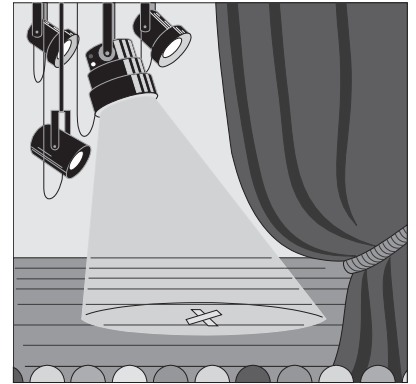
Matt: “Fine with me. What about using the Arbutus Theatre? We could get lots of people to attend, and raise more money. I bet we could get the theatre manager to allow us to use the building for free. It’s a good cause.”

Erica: “I like that idea. They’ve got a good lighting and sound system, and dressing rooms. We’ll put posters around the community and get local people to show up as well.”

Jo: “What about a price? I think \$5.00 per person is fair, plus a non-perishable food item.”

Matt: “This is really coming together.”

Erica: “Once people hear about the show and why we’re having it, I bet we’ll get an awesome turnout.”



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.

Fraserview
Secondary
Variety Show

Performers
on stage

Live Music

Comedy Sketches

A magician
pulling a rabbit
out of a hat

Magic & Juggling

Date: March 15th, 2011
Time: 7:00 pm
Location: Arbutus Theatre
Cost: \$5.00/person +
1 non-perishable
food item

A box
overflowing with
cans and other
food items

Support a worthy cause!

All money and food items go directly to the Food Bank.

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 **Jo Tessem**, a grade 12 student at Fraserview Secondary School.
Your address is 22015 Riverstone Court, New Westminster, BC V2T 5R2.

The Arbutus Theatre has sent you a bill for some minor damage to a dressing room that was said to have happened on the night of the Variety Show. You are certain all was left in good order and free from damage when you left the theatre. You feel the bill was sent in error, and you would like to resolve the situation.

Write a formal letter of request to the theatre manager,
Mrs. Audrey Fleming. Her address is 149 Third Avenue, New
Westminster, BC V3N 8W7.



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. We can achieve success in different ways.

OR

5. Everything turned out all right in the end.

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