

Communications 12  
**2011/12 Released Exam**  
**August 2012 — 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.	B	Y	1.5	1	—	MC
3.	C	X	1.5	1	—	MC
4.	D	Y	1.5	1	—	MC
5.	B	X	1.5	1	—	MC
6.	C	X	1.5	1	—	MC
7.	D	Z	1.5	1	—	MC
8.	D	Y	1.5	1	—	MC
9.	C	Y	1.5	2	—	MC
10.	D	W	1.5	2	—	MC
11.	D	X	1.5	2	—	MC
12.	C	Y	1.5	2	—	MC
13.	A	Y	1.5	2	—	MC
14.	A	W	1.5	2	—	MC
15.	B	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
<b>OR</b>						
5.	—	C	24	4	—	WR

Communications 12  
**2011/12 Released Exam**  
**August 2012 — Form A**  
Provincial Examination — Scoring Guide

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## PART B: INFORMATIONAL TEXT

Read this article to learn about an ancient  
British Columbian Aboriginal culture.

### Tide reveals an ancient fishing culture

by Louise Dickson

(adapted)

- 1 The tidal mud flats of Comox Harbour conceal the secrets of a lost way of life.
- 2 Only at low tide are the remains of a vast and ancient fishing industry revealed.
- 3 In hundreds of locations throughout the bay, whorls<sup>1</sup> of wood poke through the slate-grey mud flats. Archeology student Nancy Greene noticed them as she walked in Comox Harbour in the fall of 2002. Taking a closer look, Greene was astounded to see these knobby bits of wood were arranged in lines, curves, and V-shapes.
- 4 “It was like discovering the pyramids,” says Greene. “The sheer numbers were so amazing.”



Figure 1

- 5 The whorls of wood poking through the tidal flats are remnants of tidal fishing traps. These were not simple weirs<sup>2</sup> built with branches across the mouth of a stream or river to hold back salmon. This was a complex system of enclosures or pens, some as large as 40 metres, built throughout the bay over long periods of time.
- 6 Made from small saplings, the stakes were one to two metres in length when they were pounded into the sand hundreds of years ago. Buried in the tidal flats, they’ve been preserved for centuries because they haven’t been exposed to oxygen. Some are still covered in bark and are a light golden colour.
- 7 “The preservation is remarkable,” says Greene. “A thousand-year-old stake is almost as perfect as when it was first put in the ground.”
- 8 The Comox area has hundreds of archeological sites—shell middens<sup>3</sup>, petroglyphs<sup>4</sup>, tide pools and

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<sup>1</sup> whorls: *circles*

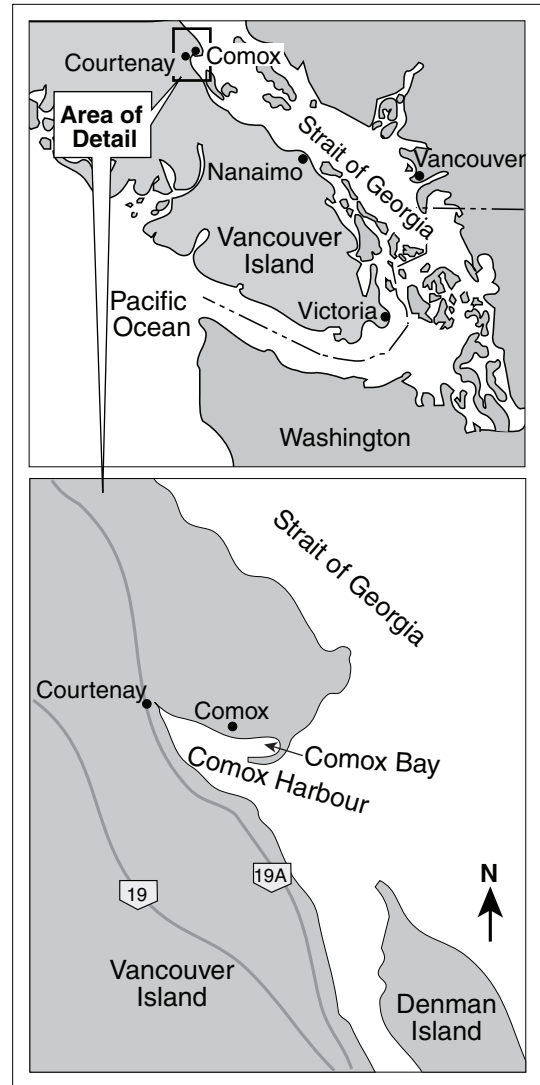
<sup>2</sup> weirs: *fish traps*

<sup>3</sup> middens: *refuse sites*

<sup>4</sup> petroglyphs: *rock carvings*

fish weir sites that show evidence of First Nations activity up to 3 500 years ago. But Greene’s discovery indicates that fishing was being carried out in Comox Harbour on an unimagined scale. The fishing was highly sophisticated and employed a technological expertise that researchers have never seen before.

- 9 The traps may have helped First Nations to fish for thousands of years without depleting the resource, by allowing fish to go upstream, and then catching them on the outgoing tide. The design of the traps may have allowed First Nations to release the fish when they did not wish to catch them.
- 10 “First Nations understood how things worked in a way we didn’t know was possible, more than a thousand years ago,” Greene says.
- 11 The finding also seemed to indicate there was a larger First Nations population in the Comox Valley than was previously thought, a population with a huge surplus of food to share.
- 12 “There may have been places like this along the coast where First Nations gathered to fish, to trade, to socialize, to marry,” says Greene. “It might have been one big gathering place.”
- 13 Greene, who lives in Courtenay, decided she would map and date the stake remnants for her undergraduate archaeological research project at Malaspina University-College in Nanaimo.
- 14 With the help of Steve Mitchell, a professional surveyor, she learned how to use a high-powered laser surveying tool called Total Station to record where each stake is located.
- 15 She also used global-positioning system (GPS) mapping equipment lent to her by the Cowichan Valley Project Watershed Society.
- 16 Two years later, with a lot of help from family and friends—including Mike Trask, an amateur paleontologist who discovered the extinct marine reptile elasmosaur in 1988 in the Comox Valley—Greene mapped more than 11 000 stakes in 11 different locations in Comox Bay. One fish trap contained 3 000 stakes. Several others contained more than 1 000 stakes.



**Figure 2**

- 17 What emerged on her computer screen, after she downloaded the information, were maps of Comox Bay with repeating patterns of chevron-shaped<sup>5</sup> and heart-shaped traps.
- 18 “It was culture shock,” says Greene. “We just didn’t expect anything like that. The patterns we were seeing were so perfectly done, so huge and so well-engineered and they were repeated over and over again.”
- 19 With the financial help of the Hamatla Treaty Society and permission of the provincial archeology branch, Greene excavated and carbon-dated 11 stakes.

<sup>5</sup> chevron-shaped: *v-shaped*

- 20 Greene discovered an interesting phenomenon—two different patterns, from two different time periods. Those organized in heart-shaped traps are between 1 000 and 1 300 years old; those arranged in the chevron pattern are between 250 and 600 years old.
- 21 “Greene’s work is very significant,” says Al Mackie, a provincial archeologist with the Ministry of Sustainable Resource Management.
- 22 Like Greene, Mackie believes a massive number of fish, probably herring and salmon, were being caught in the bay. And like Greene, he believes the fish trap complexes will contribute to an understanding of First Nations social organization.
- 23 “This is by far the largest concentration of fish traps anywhere on the northwest coast. There are small patches of stakes here and there, but they’re usually found in stream beds. This one is different because the shapes of the traps are not recorded anywhere else.”
- 24 “If the hundreds of traps were in use at one time, they were probably drawing people to the area,” says Mackie. “This is definitely new and exciting information.”
- 25 Dan Smith, chief negotiator of the Hamatla Treaty Society, says Greene’s research reinforces First Nations’ right to submerged lands and marine resources and will have political implications at the negotiating table.

**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 **Tide reveals an ancient fishing culture** on pages 5 to 7.

What does the discovery of the ancient fishing traps reveal about the First Nations people? 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.**
- **Students may also refer to the Figure(s).**

**Suggestions Regarding Response:**

- **They employed a sophisticated/unique technological expertise. (paragraph 3, 5, 8, 18, 23)**
- **They carried out fishing on a huge scale. (paragraph 4, 8, 16, 22, 23)**
- **They have been fishing here for thousands of years. (paragraph 8, 20)**
- **They were conservationists. (paragraph 9, 10)**
- **There was a larger First Nations population in the Comox Valley than was previously thought. (paragraph 11)**
- **They were providing groups from other areas with food. (paragraph 11, 12, 24)**
- **They had a sophisticated, well-developed social organization. (paragraph 12, 22)**
- **They may have evidence to support their claims to submerged lands and marine resources, which will strengthen their position in treaty negotiations. (paragraph 25)**

**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/or task. A zero can be assigned only by the marking chair or designate.</p>
<b>NR</b>	<p>No response is given.</p>

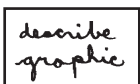
## PART C: COMMUNICATION PRODUCTS

### 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 **Kris Lindahl**, president of the grad council at Pleasant View Secondary School. You are working with the parent liaison, Ms. Pargova, and last year's grad president, Fynn Cuccioni, to raise money for Dry Grad.

#### Task:

**Read the information below. Create an effective poster that highlights the upcoming fund-raising events. Include all the necessary details and encourage students to volunteer.**

#### Information:

*You are discussing ideas for the fund-raising events with Ms. Pargova and Fynn.*

Ms. Pargova: "Thanks for coming back to school for this meeting, Fynn."

Fynn: "You're welcome. It's nice to be back."

Ms. Pargova: "We need to decide the best ways to raise money for Dry Grad. Kris, have you and Fynn made a list of which events were successful last year?"

Kris: "Yes. The big money-makers were the bottle drives, the fashion show, and the silent auction at the Spring Carnival."

Ms. Pargova: "Great. Well then, let's focus on those three."

Kris: "I think the bottle drives should take place after the holidays, like Thanksgiving, New Year's, and Spring Break, when families may have more recycling to get rid of."

Ms. Pargova: "Okay, so we can plan the bottle drives for October 12, January 2, and March 31. The Carnival is already planned for March 11, so why don't we have the fashion show on April 19?"



Fynn: “That way the events are spread out evenly throughout the year and grads won’t feel too stressed.”

Kris: “I already feel stressed!”

Fynn: “If I survived, so will you. Last year, the meeting place for all the events was at the school. Why don’t you do that again? We usually started the bottle drives at 9:30 to allow for families and grads to wake up a bit. You’ll need at least 20 grads to help with each of the three bottle drives and another 20 to participate in the fashion show. Also, you’ll need as many grads as you can get to ask businesses for silent auction donations.”



Ms. Pargova: “Kris, now all you have to do is create a poster to advertise the fund-raising events. Volunteers can sign up in the office.”

Kris: “I can do 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.

**Hey Grads!**  
**Do you want to work off some Grad Fees?**  
**Here are some ideas!**

Graphic of a truck and students.  
(or bottles)

Graphic of a carnival booth.

*How about helping at a bottle drive?*

October 12, January 2,  
March 31

*How about running a booth at the Spring Carnival?*

March 11

Diagram with a stage and a model.

*Or even participating in the Fashion Show?*

April 19

**It's up to You!**  
**Sign up in the office Now!**

## 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>effective</b> 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"> <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.</p>

## PART C: BUSINESS LETTER

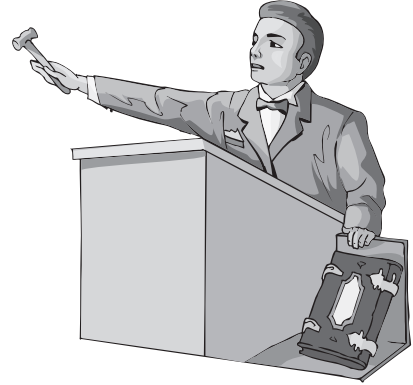
**INSTRUCTIONS:** Answer question 3 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space to plan your work.

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 **Kris Lindahl**, the grad president at Pleasant View Secondary School. Your address is 2620 Foxtail Avenue, Armstrong, BC V2E 1Z0.

Write to the president of the local Chamber of Commerce. Ask him to inform local business owners that, over the next four weeks, grads will be looking for donated items to be sold by silent auction at the Spring Carnival on March 11.

Write a formal letter of request to Jack Taylor, President, Armstrong Chamber of Commerce, 2 – 1716 Main Street, Armstrong, BC V2E 1Z0.



### 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.</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. Everyone should have a pet. Agree or disagree.

**OR**

5. A backup plan certainly was useful.

### **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.</p>
<b>NR</b>	No response is given.