

Communications 12
January 1999 Provincial Examination
ANSWER KEY / SCORING GUIDE

- Topics:**
1. Language Skills
 2. Reading: Non-fiction
 3. Reading: Fiction (Poetry)
 4. Reading: Fiction (Prose)
 5. Formats
 6. Composition

Multiple Choice

Q	K	C	T	Q	K	C	T
1.	A	K	1	21.	D	H	3
2.	D	K	1	22.	A	U	3
3.	D	K	1	23.	D	U	3
4.	A	K	1	24.	C	K	3
5.	C	K	1	25.	D	U	4
6.	C	K	1	26.	C	U	4
7.	B	K	1	27.	C	K	4
8.	B	K	1	28.	A	U	4
9.	B	K	1	29.	A	U	4
10.	A	K	1	30.	D	U	4
11.	A	K	2	31.	C	U	4
12.	B	K	2	32.	A	K	4
13.	A	U	2	33.	A	H	4
14.	A	U	2	34.	D	K	5
15.	C	U	2	35.	A	K	5
16.	C	K	2	36.	B	U	5
17.	D	H	2	37.	B	K	5
18.	C	K	3	38.	C	K	5
19.	A	U	3	39.	A	K	5
20.	D	U	3	40.	D	K	5

Multiple Choice = 40 marks

Written Response

Q	B	C	T	S	Q	B	C	T	S
1.	1	U	1	3	11.	11	K	3	2
2.	2	U	1	3	12.	12	K	4	2
3.	3	U	1	3	13.	13	H	4	2
4.	4	H	2	1	14.	14	U	4	3
5.	5	K	2	2	15.	15	U	4	2
6.	6	U	2	2	16.	16	H	4	1
7.	7	U	2	2	17.	17	K	5	2
8.	8	K	2	1	18.	18	K	5	2
9.	9	K	3	2	19.	19	H	5	6
10.	10	K	3	1	20.	20	H	6	18

Written Response = 60 marks

Multiple Choice = 40 (40 questions)
Written Response = 60 (20 questions)

TOTAL = 100 marks

LEGEND:

Q = Question Number

C = Cognitive Level

T = Topic

K = Keyed Response

S = Score

B = Score Box Number

PART A: LANGUAGE SKILLS

Written-response questions (9 marks)

INSTRUCTIONS: Combine the ideas contained in each group of short sentences below into **one** correctly structured sentence. You will be marked for the way you link the ideas together by changing the form of the words, using punctuation, and using connecting words. Use standard English. Write in **ink**.

1. Children shrieked with delight.
 The roller coaster rushed down the incline.
 The incline was steep.
 The roller coaster flew around a corner.

(3 marks)

Style:		
Superior	2	
Adequate	1	
Unacceptable	0	
Technical:		
Error Free	1	
Contains Errors	0	

Superior: Children shrieked with delight as the roller coaster rushed down the steep incline and flew around a corner.

Superior: As the roller coaster rushed down the steep incline and flew round a corner, children shrieked with delight.

Adequate: Children shrieked with delight when the roller coaster rushed down a steep incline and it flew around a corner.

2. The driver noticed a gas station.
 His car had sputtered and died.
 The station was only a few blocks away.
 The driver was relieved.

(3 marks)

Style:		
Superior	2	
Adequate	1	
Unacceptable	0	
Technical:		
Error Free	1	
Contains Errors	0	

Superior: The driver, whose car had sputtered and died, was relieved when he noticed a gas station only a few blocks away.

Superior: After his car (had) sputtered and died, the driver was relieved to notice a gas station only a few blocks away.

Adequate: His car sputtered and died and the driver was relieved when he noticed a gas station which was only a few blocks away.

3. Students in the science class gasped.
 They discovered that their teacher had an expectation.
 They were expected to dissect a spider.
 The spider was huge and hairy.

(3 marks)

Style:		
Superior	2	
Adequate	1	
Unacceptable	0	
Technical:		
Error Free	1	
Contains Errors	0	

Superior: Students in the science class gasped when they discovered that their teacher expected them to dissect a huge, hairy spider.

Superior: On discovering their teacher’s expectation that they would dissect a huge, hairy spider, the students in the science class gasped.

Adequate: Students in the science class gasped when they discovered that their teacher had an expectation that they would dissect a spider which was huge and hairy.

Marker’s Note:

Use of semicolons is appropriate.

Misuse of *to*, *their*, *its* are technical faults.

A simple sentence may be superior in construction.

Good coordination can result in a superior sentence.

The effective use of conjunctions can elevate a sentence from adequate to superior.

Unnecessary capitalization will result in the loss of a technical mark.

Missing commas should result in a mark deducted for **obvious errors only**.

Added information that leads off topic is a clear infraction and should have one mark deducted from style.

Grammar, punctuation, spelling errors, or usage problems will lead to the loss of a technical mark.

The omission of two or more elements results in an unacceptable response.

If one element is left out, or if a modifier is misplaced, the response **cannot** be more than adequate.

Missing a word by simple oversight is a technical flaw.

Run-on sentences, sentence fragments or the use of two sentences warrant a style mark of 0, but may receive the technical mark.

Short compound sentences do not necessarily require commas between clauses. Generally, compound sentences result in “adequate” scores.

PART B: READING: NON-FICTION

Super, Bountiful BC

(pages 1 and 2 in the **Readings Booklet**)

Written-response questions (8 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

4. In what way is Frank Breault “a living example of those invisible bloodlines that knit a vast country together”? **(1 mark)**

Paragraph 11

- **He is “la laine vraie—the pure wool.”**
or
- **He is a direct descendent of farmers who lived in Québec (New France).**
or
- **He now farms in BC / joins eastern and western Canada (BC and Québec).**

5. Frank Breault performs **two** actions to check that the crop is ready. What information does he get by

- a) running a thumbnail down a kernel of wheat? **(1 mark)**

Paragraph 14

He runs a thumbnail down a wheat kernel to

- **see if the kernel holds an indentation.**
or
- **check the starch and moisture content.**

- b) scuffing the stubble? **(1 mark)**

Paragraph 14

He scuffs the stubble to

- **check that the straw is dry.**
or
- **see if the tips of his boots get wet.**

(NB: Not enough to say that the crop is ready to harvest.)

6. For what reason are combines followed by

a) hawks?

(1 mark)

Paragraph 14

- **The hawks catch fieldmice scurrying from the windrows.**

b) Canada geese?

(1 mark)

Paragraph 14

The geese are

- **picking up leftovers.**
- or**
- **preparing for migration.**

7. a) For what reason has the Okanagan become a market for hay baled in Dawson Creek?

(1 mark)

Paragraph 15

- **The Okanagan hay fields have been converted to ginseng.**

b) For what is the baled hay used?

(1 mark)

Paragraph 15

The hay is used for

- **(domestic) forage / animal feed.**
- or**
- **export to the south.**

8. What does Frank Breault consider a correct harvest capacity?

(1 mark)

Paragraph 17

A correct harvest capacity is

- **harvesting five percent of the crop daily.**
- or**
- **taking the crops off in three weeks of good weather.**

PART C: READING: FICTION (POETRY)

Invisible Kid

(page 3 in the **Readings Booklet**)

Written-response questions (5 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

9. In the books read to the narrator, what word was used to mean

a) wharf? **(1 mark)**

Line 19

- **The word “quay” was used to mean wharf.**

b) quilt? **(1 mark)**

Line 26

- **The word “counterpane” was used to mean quilt.**

10. How did the narrator know that the names in the book were correct? **(1 mark)**

Lines 21 – 22

- **He asked his mother (if the names in the book were correct and she explained that they weren’t wrong; they were the names people used for those things in other places).**

11. State **two** ways in which the children in the books dressed differently from the narrator. **(2 marks)**

The children dressed differently because they

Lines 32 – 33

- **never wore gumboots (rubber boots).**
- **never wore lifejackets.**

PART D: READING: FICTION (PROSE)

Double Payment

(pages 4 to 6 in the **Readings Booklet**)

Written-response questions (10 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

12. State **two** car-related topics about which Chuck and his father **used to** be able to talk. **(2 marks)**

Chuck and his father used to talk about

Paragraph 3

- **the old family Chevie. (*by implication*)**

Paragraph 8

- **what made a knock in the engine.**
- **why the bearings were acting up.**

13. **Quote two** lines spoken by Chuck which are sarcastic in tone. **(2 marks)**

He said to Lem

Paragraph 11

- **“Why don’t you suggest I get a Cadillac, too?”**

He said to his father

Paragraph 24

- **“‘Yeah,’...‘so I hear.’”**

Paragraph 26

- **“Sure, I’d like to own a three-storey garage, too.”**

14. When Chuck first began to earn money, his father established a new rule.

- a) **Quote one** line in the story which indicates how Chuck feels about this rule. **(1 mark)**

Paragraph 14

- **“(But not me, Chuck thought with) a stab of resentment.”**

or

Paragraph 16

- **“(Every time he thought of it,) Chuck winced.”**

- b) State **two** ways in which Chuck would have preferred to spend his earnings. **(2 marks)**

Paragraph 14

Chuck would have preferred to

- **buy a secondhand jalopy.**
- **buy a new car.**
- **hang out with the guys more often.**
- **squeeze some pleasure from his earnings.**

15. Chuck’s plans for his life after graduation are vague.

- a) State **one** short-term goal he is considering. **(1 mark)**

Paragraph 17

Chuck’s short-term goal was to

- **go on working for Lem full-time.**

or

- **save up some money.**

- b) State **one** long-term goal he is considering. **(1 mark)**

Paragraph 17

- **Chuck’s long-term goal was to buy a shop of his own.**

16. Chuck's relationship with his father recently has been strained. What single action represents their reconciliation? **(1 mark)**

Paragraph 37

- **Their relationship was reconciled with a tight, close-grip handshake / they shook hands.**

PART E: FORMATS

Managing Stress

(page 7 in the **Readings Booklet**)

Written-response questions (4 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

17. According to the article, name **two** parts of the body to which energy is directed in a crisis. **(2 marks)**

Section: WHY DO I REACT TO STRESSFUL EVENTS?

In a crisis, energy is directed to the

- **muscles.**
- **nervous system.**
- **heart.**
- **other organs.**

18. State **two** ways in which relaxation techniques can reduce health problems. **(2 marks)**

Section: HOW CAN I MANAGE THE STRESS IN MY LIFE?

Relaxation techniques can

- **keep blood pressure in check.**
- **reduce muscle tension / reduce body stiffness / reduce frequency of headaches.**
- **promote sleep.**

Written-response question (6 marks)

INSTRUCTIONS: Writing as the individual below and using the information provided, write a **business** letter of **more than one** paragraph. Use complete and correct sentences. Use the **Pre-writing** page to plan your work. Write your final letter in the space marked **Finished Work (Letter)**. Only your finished work will be marked. Write your letter in **ink**.

19. Your name is **Jay Hillman**. You live at 7345 East Newton Road, Surrey, BC. Your postal code is V3W 6A7. Choose **one** of the following situations to write your business letter.

(6 marks)

SITUATION A



Classifieds p. 10

HELP WANTED

Barney's New and Used requires enthusiastic and reliable part-time help for the following three departments: tape / CD / comic sales; furniture pickup and delivery; sporting goods sales.

Apply to: **B. Cortez**
PO Box 3810
New Westminster, BC
V3W 1Z3

OR

SITUATION B

You are helping to organize a multicultural night at your local community centre. You would like a well-known local artist to give a demonstration of wood carving. Write to explain the purpose of the event and ask him to participate. Give him the date and time and advise him of any payment he might expect. Write to Mr. Ray Freeport, #202 Bayshore Apartments, Bay Street, Aldergrove, BC, V1A 4N3.

MARKS	CONTENT	STANDARD ENGLISH * Body of the Letter
3	<ul style="list-style-type: none"> • Task or problem identified. • Course of action proposed, and / or future contact stated, including telephone number, fax number, address and timeline for contact. • Task well organized into paragraphs. • All requirements for task clearly stated. • Adequate format. <ul style="list-style-type: none"> – two accurate addresses – date – closing • Task well organized into at least two paragraphs. 	<ul style="list-style-type: none"> • Sentence structure free of errors. • Correct use of words. • Absence of errors in spelling and punctuation. • Suitable tone, absence of threats.
2	<ul style="list-style-type: none"> • Requirements merely restated. • Either Task / Problem or Expectations / Solution incomplete. • Body of letter adequate, but one paragraph. 	<ul style="list-style-type: none"> • Sentence structure almost error-free. • Mainly correct use of words. • Few errors in spelling and punctuation.
1	<ul style="list-style-type: none"> • Body of letter poorly organized. 	<ul style="list-style-type: none"> • Errors in sentence structure. • Frequently incorrect word-use. • Several errors in spelling and punctuation.
0	<ul style="list-style-type: none"> • Writing not attempted, or unrelated to topic, or illegible. 	<ul style="list-style-type: none"> • Major difficulties in written expression and idiom.

PART F: COMPOSITION

INSTRUCTIONS: Using standard English, write a multi-paragraph composition of 200–300 words based on **one** of the following prompts.

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

Use the **Checklist and Pre-writing** page to plan your work. Write your final composition in the space marked **Finished Work (Composition)**. Only your finished work will be marked. Write your composition in **ink**.

20. Choose **one** of the following prompts.

(18 marks)

PROMPT A

There are advantages and disadvantages to having a home-based business.

OR

PROMPT B

These items hold special meaning for my family.

OR

PROMPT C

I had no choice but to get on the bus.

SCALEPOINT 6

The Scalepoint 6 paper 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.

SCALEPOINT 5

The Scalepoint 5 paper is competent and 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.

SCALEPOINT 4

The Scalepoint 4 paper 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.

SCALEPOINT 3

The Scalepoint 3 paper 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.

SCALEPOINT 2

The Scalepoint 2 paper 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.

SCALEPOINT 1

The Scalepoint 1 paper 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.

SCALEPOINT 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:

- 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.**

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 (for No Response).

END OF KEY