

**Communications 12**  
**2012/13 Released Exam**  
**August 2013 — 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.	C	W	1.5	1	–	MC
2.	B	Y	1.5	1	–	MC
3.	A	Y	1.5	1	–	MC
4.	B	X	1.5	1	–	MC
5.	B	Z	1.5	1	–	MC
6.	C	Y	1.5	1	–	MC
7.	C	X	1.5	1	–	MC
8.	D	Y	1.5	1	–	MC
9.	A	W	1.5	2	–	MC
10.	B	X	1.5	2	–	MC
11.	A	X	1.5	2	–	MC
12.	A	Y	1.5	2	–	MC
13.	B	Y	1.5	2	–	MC
14.	A	X	1.5	2	–	MC
15.	D	Y	1.5	2	–	MC
16.	C	X	1.5	2	–	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
1.	–	Z	12	2	–	WR	
			M1(6) x 2				
2.	–	C	12	3	–	WR	
			M1(6) + M2(6)				
3.	–	C	9	3	–	WR	
			M1(6) x 1.5				
Option							
4.	–	C	24	4	–	WR	
			M1(6) + M2(6) x 2				
<b>OR</b>							
5.	–	C	24	4	–	WR	
			M1(6) + M2(6) x 2				

Multiple Choice = 24 (16 questions)  
Written Response = 57 (4 questions)  
**EXAMINATION TOTAL = 81 marks**

Communications 12  
**2012/13 Released Exam**  
**August 2013 — Form A**  
Provincial Examination — Scoring Guide

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## PART B: INFORMATIONAL TEXT

Earl Charters has performed for dignitaries around the world, and makes an important contribution as a role model for First Nations youth.

### All the World's His Stage

by Shirley Hewett

(adapted from a 2004 newspaper article)



- 1 Accompanied by the beat of a Northern Cree drum group, one of Victoria's most athletic entertainers performs his intricate routine in parks, schools, boats and conference centres on every continent in the Northern Hemisphere.
- 2 Earl Charters is a hoop dancer from the Okanagan nation. Over the past decade, his soft leather moccasins have polished many a foreign stage. The Department of Foreign Affairs and International Trade invited him to dance for ambassadors and trade convention delegates in New Delhi, India; United Nations representatives in Syria; and International School students in Istanbul.
- 3 A navy medic with the frigate HMCS *Winnipeg*<sup>1</sup> during her 2000 and 2001 Far East deployment, Master Seaman Charters danced for diplomats in Dubai, Kuwait City, Tokyo, Korea and China. "Every port we went to in these countries," he says, "I did a dance on the *Winnipeg's* quarterdeck during the official reception."
- 4 As he grew up in Merritt and Barriere, Charters witnessed the dance form that started in the American Southwest as a healing ceremony, then spread throughout the continent. At one such event on a reserve when he was five, "The drumming blew me away. I was amazed," he says. "I just couldn't sit and watch. I had to get up and dance."
- 5 The opportunity to develop this childhood interest came through Charters' career. The 35-year-old sailor began his military training with the army reserves when he was a first-year student at Cariboo College in Kamloops. During 15 years as a navy medic, he was posted to an army unit for five years and served in Bosnia. While he was assigned to an army field ambulance in Calgary, he met a hoop dancing teacher and started taking lessons.
- 6 Every dancer interprets his individual legend. Charters developed his choreography over a period of three years. Attired in a fringed cotton costume personalized with a stylized medical red cross, he harmonizes his 11-minute routine to the throbbing CD drumbeat that represents the heartbeat of Mother Earth and Father Sky.
- 7 Using 30 hoops, the Interior Salish dancer creates some 60 different formations. Each red and yellow circle tells a story. The first hoop represents the dancer's own spirit. The second, his mother; the third, his father. A ball symbolizes the family unit. Other hoops can represent people or animals.

(continued on next page)

<sup>1</sup> frigate HMCS *Winnipeg*: a naval ship

“Everything has a spirit,” explains the artist. “Rocks. Trees.” One formation symbolizes a small bird. A five-hoop ball is the sun, another the full moon. Twenty hoops form a standing bear. Thirty hoops combine in another ball: the grand finale’s universal formation held high above the dancer’s head.

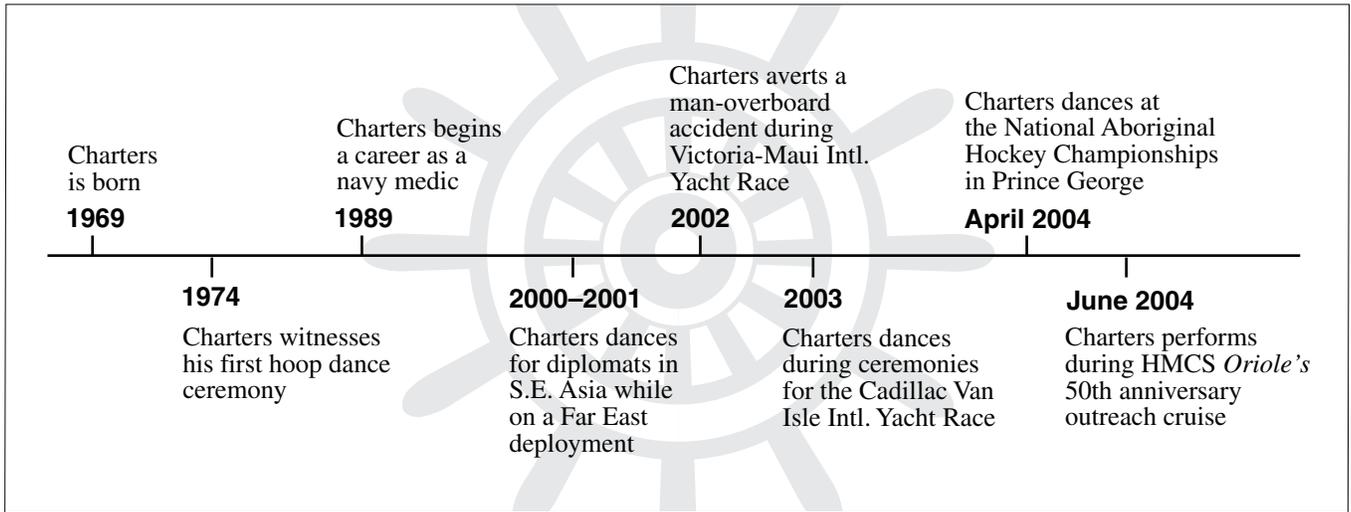
- 8 Charters varies his job at HMC Dockyard’s Canadian Fleet Pacific Headquarters Sick Bay with frequent civilian performances. In early April 2004, he travelled to Prince George to dance at the National Aboriginal Hockey Championships. At Victoria’s Conference Centre, he bridged the gap between April 26th’s morning blessing and the keynote address at the Leaders and Healers II Focus 2004 Conference. For this First Nations audience from the three western provinces, Charters added floor rolls to his rim routine. “You can laugh at me if I make a mistake,” he offered. (They didn’t.)
- 9 One weekend, Charters boarded a luxury yacht for an afternoon’s “Dry Grad Cruise” around English Bay as the keynote speaker and entertainer for all the graduating aboriginal students in the Coquitlam and Port Moody school district. In June, he went home to Merritt and delivered his inspirational message to four different schools in two days. These assemblies combined a performance with a talk to “teach them about being First Nations in the year 2004.”
- 10 Civilian gigs notwithstanding, Charters’ primary commitment is to the Canadian navy. As well as the warships and the Maritime Coastal Defence vessels, he’s also been posted to the sail training ketch HMCS *Oriole* for her extended voyages. “Earl’s a keen sailor,” says *Oriole* captain Lieutenant-Commander Gary Davis, “and very valuable as a medic.” During the light airs that characterized the 2002 Victoria-Maui International Yacht Race,



a puff of wind filled the yacht’s football field-sized spinnaker<sup>2</sup>. Caught unawares by the sudden burst, a sailor got a line wrapped around his leg. Charters’ agility paid off and averted a potentially serious man-overboard accident when he quickly cut the line that had flung the crewman, and then treated the soft-tissue injury.

- 11 The 2003 Cadillac Van Isle International Yacht Race was a more leisurely offshore challenge. As the yachts port-hopped around Vancouver Island, they tied up overnight after each of the 10 legs. The host communities responded with a celebration. At Port Hardy, Charters danced on the park grass during the awards ceremony for the day’s winners, and on another grass stage at Nanaimo’s Newcastle Island for the final awards presentation.
- 12 Charters performed return engagements along the Van Isle 360 route and central coast during *Oriole*’s 50th anniversary outreach cruise that celebrated her arrival in Esquimalt from Halifax in October, 1954. The ship began her 41-day goodwill tour on National Aboriginal Day, June 21, 2004. Because one of the main purposes of this cruise, which doubled as a recruiting drive, was to build bridges between the navy and First Nations youth, Charters played an important role in the ship’s public relations outreach.
- 13 On this cruise, Charters also attended to any medical emergencies.
- 14 When he swaps his navy “blues” and running shoes for his costume, moccasins, hoops and CD stowed below the main deck in the tiller flats, Charters provides the ultimate role model for being First Nations.

<sup>2</sup> spinnaker: a large sail



**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 the World's His Stage** on pages 7 to 9.

Why does Earl Charters make a good role model for youth? 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 is very athletic and skilled as a hoop dancer. (paragraph 1)**
- **He is very comfortable performing for all types of people (civilians, diplomats, etc.). (paragraph 1–3, 8–9, 11–12)**
- **He is carrying on a First Nations tradition. (paragraph 4, 9)**
- **He has served his country for at least 15 years. (paragraph 5)**
- **He demonstrates how to interpret one's individual legend. (paragraph 6)**
- **He performs at various civilian festivals (National Aboriginal Hockey Championships, Van Isle International Yacht Race, etc.) (paragraph 8, 10, 11)**
- **He is willing to be a keynote speaker at a Dry Grad Cruise. (paragraph 9)**
- **He delivers inspirational messages to First Nations students wanting to “teach them about being First Nations in the year 2004.” (paragraph 9)**
- **He is proud of his native heritage and shares this with others. (paragraph 9, 14)**
- **He is a well respected member of the Canadian Navy and a very valuable medic. (paragraph 10)**
- **He is involved in the navy's recruiting drive to build bridges between the navy and First Nations youth. (paragraph 12)**
- **He demonstrates the importance of commitment and perseverance. (various references)**

## 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 **Aaron Bindstone**, a member of the Student Council at Arbutus Ridge Secondary School in Westerton, BC. The Student Council will be holding a meeting to discuss entering a school float in the Canada Day parade, and you need the help of other students.

#### Task:

**Read the information below. Create an appealing poster to be distributed throughout your school. Your poster should encourage students to attend your meeting and to help with the creation of the Canada Day parade float. Include all the necessary details.**

#### Information:

*You and two other Club members, Sheila and Jacqui, are discussing ideas for your poster.*

Aaron: “Our school used to put a float in the Canada Day parade every year, but we haven’t done it for a few years. I’m glad we’re going to do it again. I’m really looking forward to this meeting.”

Jacqui: “The principal is totally behind it, and I can see why. It’s good for school spirit, and will give us a positive image in the community.”

Sheila: “Besides which, many people in town went to Arbutus Ridge and will want to see what their old school is up to.”

Aaron: “We’ll need plenty of helpers to make it successful. My dad already said that we can use a flatbed truck from his business for the float.”

Sheila: “Great! We’ll need a big crew to help decorate it.”



- Jacqui: “But first, we’ll need to agree on a theme for the float and then a group can create the design.”
- Aaron: “Right, and then we’ll have to make a list of the materials we’ll need, and sign up some of the kids to find them. I’ll bet we can get the Shop and the Art classes to help out.”
- Sheila: “We do have a small budget from the school, but I’m guessing that the community will be willing to donate some things. I remember Classic Crafts store helping us in the past.”
- Jacqui: “Okay. At the meeting, we’ll also need to talk about whether the float will have some students riding on it.”
- Aaron: “They’ll need to be in costumes to go with the theme. That will take some work.”
- Sheila: “Wow! This is a huge project. I hope our poster will draw all the kids we need to our meeting.”
- Jacqui: “The meeting is on Tuesday, February 6 at 3:15 in the gym.”
- Aaron: “That leaves us three weeks to spread the word. Let’s get going on this poster.”

### **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.

**ARBUTUS RIDGE SECONDARY  
CANADA DAY FLOAT**

**PLANNING MEETING**

FEBRUARY 6      3:15 PM  
SCHOOL GYM

**ALL STUDENTS WELCOME**

Let's put Arbutus Ridge  
on Parade

Float  
in  
Parade

Marching  
Band

**WE NEED YOUR HELP TO**

- choose a theme
- create the design
- gather the materials
- decorate the float

Arbutus Ridge  
School Banner  
with School  
Crest

**ATTEND THE MEETING AND  
HELP US FLOAT THIS PLAN!**

Organized by the Student Council at Arbutus Ridge.

## 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 **Aaron Bindstone**, a member of the Student Council at Arbutus Ridge Secondary School. The school address is 1464 Green Street, Westerton, BC V0R 3G2.



The Student Council organized the school float for Westerton's Canada Day parade. Many community members donated materials, and offered advice and encouragement. You would like to thank local businesses and the community for their support in helping to make the float a great success. The event helped promote a positive image of the school and students, and boosted school spirit.

Write a formal letter to the editor of the local newspaper, "The Westerton News," thanking those members of the community who helped the Student Council. The address of the newspaper is 129 Henderson Avenue, Westerton, BC V0R 5T6.

### 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. Determination can help people to succeed.

**OR**

5. That turned out to be an adventure we didn't expect.

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