



Communications 12
Examination Booklet
2012/13 Released Exam
August 2013
Form A

DO NOT OPEN ANY EXAMINATION MATERIALS UNTIL INSTRUCTED TO DO SO.
FOR FURTHER INSTRUCTIONS REFER TO THE RESPONSE BOOKLET.

PART A: LITERARY TEXT

8 multiple-choice questions
Value: 15%

Suggested Time: 20 minutes

INSTRUCTIONS: Read the following selection and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

Roy and the eight-year-old daughter of a pharmacist are delivering prescriptions during a severe snowstorm in Ontario in 1956.

Cold

by Catherine Gildiner

- 1 After we'd done our local deliveries, we headed out to a farm in Wheatfield, on the outskirts of the county¹, to make our last delivery. Mr. Vincent, the mechanic, had reminded me to tell Roy that before we went out to Wheatfield we should fill up the tank because it was pretty desolate out there and if your gas tank is even half empty in this weather you can get ice in the gas line and clog the carburetor. He'd also said to watch for snow out there as it was the eye of the snowbelt in those parts. I had to get out the long county atlas to figure out where this farm was and where we had to drop off this expensive ointment that we had to keep next to the heater because it cost a fortune and its label read "Keep at room temperature." We were really in the sticks² and some of the roads weren't on the city *or* the county street guides. Finally we figured we made some wrong turns on farmers' unmarked back roads. Anyway, we got back onto the highway and decided to try again.
- 2 It was now dusk, snowing, and we were both eager to find someone to ask directions. The snow was blowing on what looked like a lunar landscape and we hadn't passed any sign of life for miles³. Suddenly Roy hit a patch of black ice and we did a 360-degree turn and headed onto the shoulder and into a drainage ditch. We didn't even have time to get scared. Something under the car had ripped on the grey ice ledge the snowplow had left on the side of the highway. The motor ground to a halt. Roy got out of the car and saw we were tilted forward and the back wheels were off the ground entirely. The tailpipe had ripped off on the ice mound and the muffler lay perfectly sawed off under the car, as though the delivery car had given birth to it and was now too spent to even turn over, no matter how much Roy fiddled with her choke.
- 3 It was dropping from dusk to dark as we walked around the car, assessing the damage. We were dug in. It would take a truck to pull us out. As we got back in the car Roy said, "Well, the good news is we didn't hit no one and we're not hurt, and the bad news is it's cold." The land was flat and cut into giant squares by an electrified fence. There was nothing in sight but frozen clumps of cultivated ground dusted in blowing snow like confectioner's sugar on molasses cookies. We sat in silence for a few minutes as I presumed Roy was planning our exit strategy. "Well...well," he finally said again. "Well, we don't have many choices. It's too cold to walk to the next farm."



¹ county: *a region within the province*

² in the sticks: *far into the countryside*

³ mile: *1.6 kilometres*

- 4 I piped in, “Wherever that is.”
- 5 “It’s blowin’ like a whistle out there and we’d get turned around, not knowing north from south in this here whiteout.” I didn’t say anything, so he continued, only this time he tried to cheer me up, which I certainly wasn’t above needing. “Well, Cisco⁴, we’d best be sittin’ tight like two bugs in a rug in this here automobile. The boss is one organized *hombre*⁵. He gots a copy of our schedule and when we not back on time, he’ll call everyone on the list and see who didn’t get their medicine and then when he gets a hold of the Ryder farm and they say they ain’t seen hide nor hair of us, he’ll know just where we are. Nothing gets by that man. Besides, someone is bound to drive along this road. It’s a highway.”
- 6 I thought for a moment. “Roy, what if the lines are down or what if the Ryders, people we’ve never laid eyes on before, don’t have a phone. Lots of farmers think phones are newfangled.”
- 7 “Yeah, maybe on *Gunsmoke* or *Have Gun Will Travel*⁶. Sister, this is 1956! I bet you one day’s—no, one *week’s* pay—that we get outta here...in one piece.”
- 8 I could tell what that pause was about. “Sorry, Pancho, I’m not taking that bet. By the way, did you ever hear a short story called ‘To Build a Fire’? It’s about two guys who freeze to death.”
- 9 Roy started laughing. “Oh, I’m not goin’ down that road, man.”
- 10 We had no heater and it was unbelievable how quickly the temperature was already dropping. There was no point in saying anything more about it. I knew what kind of behaviour got on Roy’s nerves. He didn’t mind all the talk in the world or even all the demands, but he couldn’t abide a whiny kid. The kind that goes on and on about things made him as mad as all get out. I’d seen it when snivellers came into the store.
- 11 After we sat there awhile, Roy said, “Put up your hood and leave it up. Loosen your boots so there are no tight parts and your skin isn’t pressed anywhere. Keep your fingers moving slowly in your mittens and hold your hands close to your chest or put them under your armpits.” The wind rocked the car slightly making noises like hungry wolves, and our seats were leaning forward as the car was nose-dived.
- 12 It was really cold now and dark, so dark there wasn’t a light in the sky. Not even a star or the moon. My father had a telescope so I knew a little about the constellations. I couldn’t believe they didn’t even have astronomy in Wheatfield. There hadn’t been a car or even a rabbit since we were stranded, which had now been a long time. I was beginning to feel tired, as though everything were a big chore. Even talking seemed sort of exhausting. My ears had hurt a while ago, but now I couldn’t feel them when I touched them. When I bent my hand, my mitten was hard. I’d never heard of wool freezing. I felt like I was wearing woolen casts on my hands. “Roy, do you think we’ll be found?”
- 13 “Yup.” He wanted to be enthusiastic, but he could barely manage a whisper. I was dressed more warmly than he was. When I suggested he have a cigarette, which had always rejuvenated⁷ him, he said he was too tired to light it, right then. *Jeepers!* I thought. He started talking to me about how nice it would be to have a hot toddy⁸ at Shim-Shacks. Roy was drifting off, but his eyes were open.

⁴ Cisco and Pancho: *names of characters from 1950s movies*

⁵ hombre: *man*

⁶ *Gunsmoke* and *Have Gun Will Travel*: *television programs popular at the time*

⁷ rejuvenated: *energized*

⁸ toddy: *a drink*

- 14 “Roy, Roy!” I yelled. “Roy, son of a sea cook!” That’s a phrase my father used when he hammered his finger when doing carpentry or if something made him really angry. “This isn’t funny. Cut it out and let’s make some *plans* here.” Roy was breathing heavy and leaning back on the headrest. I realized there were not a lot of plans to make. It was windy outside and we were starting to freeze. I could press in the lighter but what would I burn? Then I started to imagine things. I saw a big red light spin in the sky and then it came closer and closer like a pink tornado and then I blinked and realized a police car had pulled up behind us.
- 15 The police knew who we were. In fact, they were looking for us. They had to get us out of the car. I wondered why, since we were already freezing, did we have to step out into the wind chill factor? Roy whispered that he was getting ready to cross the river Jordan⁹ as he stumbled out.
- 16 The Wheatfield police told us to put snow on our faces and hands before we got into the cruiser. They said we were “subject to frostbite” and that we couldn’t thaw out all at once or else all the blood would go to our frozen parts and “bust the vessels.” The policeman said we were “welcome to thaw,” but it had to be very slowly. I stood up in the wind and put snow on my nose and hands and then got in the cruiser. By the time we got to Niagara Falls we were in more pain than I can ever remember having. My ears and feet started to pound like the Telltale Heart¹⁰ and it got louder and louder and I truly believed my ears would burst. Then they felt hot, prickly, and itchy. The nurse in emergency told me not to touch them, but as soon as she left the room I scratched my right ear. I guess that’s when I lost a little chunk, or maybe it was earlier. Roy had to be wrapped in a special blanket, and they told him in the future he would be more susceptible to frostbite and that from now on he always needed to wear a hat. When they said his nose would never be quite the same, he smiled and said, “There’s nothing wrong with a little change.”

⁹ cross the river Jordan: *a biblical reference to going to a better place*

¹⁰ Telltale Heart: *a reference to the horror story “The Telltale Heart”*

You have **Examination Booklet Form A**. In the box above #1 on your **Answer Sheet**, fill in the bubble as follows.

Exam Booklet Form/ Cahier d’examen	A	B	C	D	E	F	G	H
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Why did Roy and the narrator become lost?
- A. The highway was temporarily closed.
 - B. They did not have a county street guide.
 - C. They were confused by unmarked farm roads.
 - D. The narrator was not familiar with the county atlas.

2. Looking at the story as a whole, which quotation from paragraph 1 is the best example of foreshadowing?
 - A. “headed out to a farm in Wheatfield”
 - B. “it was the eye of the snowbelt in those parts”
 - C. “expensive ointment that we had to keep next to the heater”
 - D. “decided to try again”

3. What impression of Roy is given in “‘Well, the good news is we didn’t hit no one and we’re not hurt’” (paragraph 3)?
 - A. He has a positive attitude.
 - B. He enjoys an exciting adventure.
 - C. He thinks about himself before others.
 - D. He tends to ignore the seriousness of bad situations.

4. Which device is used in “The wind rocked the car slightly making noises like hungry wolves” (paragraph 11)?
 - A. pun
 - B. simile
 - C. contrast
 - D. onomatopoeia

5. In paragraph 13, what is likely the author’s main purpose in referring to Roy’s tiredness?
 - A. to create imagery
 - B. to create suspense
 - C. to suggest that Roy has given up hope
 - D. to emphasize how hard Roy has had to work

6. Which quality of the narrator is shown in paragraph 14?

- A. her vivid imagination
- B. her acceptance of fate
- C. her sense of responsibility
- D. her tendency to exaggerate

7. Which point of view is used in the story?

- A. objective
- B. omniscient
- C. first person
- D. limited omniscient

8. What is the main type of conflict in the story?

- A. character vs. self
- B. character vs. society
- C. character vs. character
- D. character vs. environment

THIS PAGE INTENTIONALLY BLANK

PART B: INFORMATIONAL TEXT

8 multiple-choice questions
1 written-response question
Value: 30%

Suggested Time: 30 minutes

INSTRUCTIONS: Read the following selection and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

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)



- 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.
- 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.
- A navy medic with the frigate HMCS *Winnipeg*¹ 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."
- 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."
- 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.
- 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.
- 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)

¹ 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 spinnaker². 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.

² spinnaker: a large sail

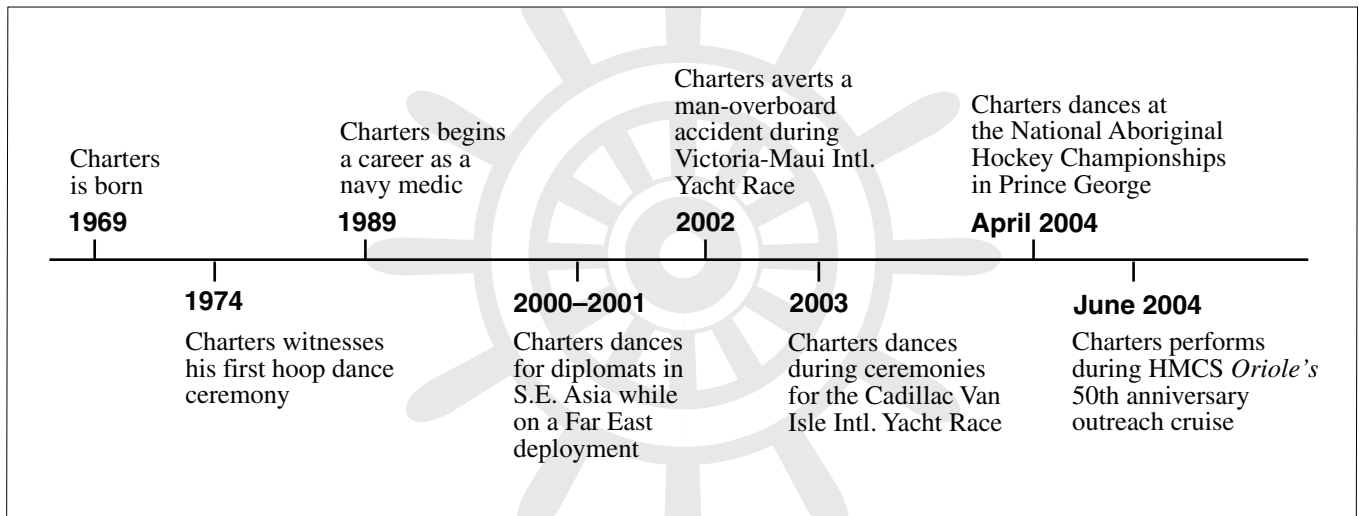


Figure 1

-
9. What is the origin of the First Nations hoop ceremony?
- a healing ceremony
 - an initiation ceremony
 - a graduation ceremony
 - a welcoming ceremony
10. When was Charters first inspired to become a dancer?
- when he was in college
 - when he was five years old
 - when he was working in Calgary
 - when he went on a Far East deployment
11. What does the hoop dance represent?
- the dancer's personal story
 - the dancer's hopes for the future
 - the audience's traditional legend
 - the relationship between the navy and First Nations youth

12. Why is it appropriate for Charters to wear a stylized red cross on his costume?
- A. He is a navy medic.
 - B. The cross represents harmony.
 - C. He is an international ambassador.
 - D. The cross represents Mother Earth.
13. In paragraph 8, what does the statement “ ‘You can laugh at me if I make a mistake’ ” suggest about Charters’ character?
- A. He is proud.
 - B. He is modest.
 - C. He is often sarcastic.
 - D. He is easily offended.
14. According to the article, what is Charters’ top priority?
- A. being a navy seaman
 - B. being a world traveller
 - C. being a public relations officer
 - D. being a First Nations hoop dancer
15. What is the significance of the title of the article?
- A. Charters is a multi-cultural dancer.
 - B. Charters has danced for important dignitaries.
 - C. Charters’ dances symbolize the natural world.
 - D. Charters has performed dances in many settings.
16. With reference to Figure 1, which statement is supported by the information on the time line?
- A. Charters is a renowned international yacht racer.
 - B. Charters learned to perform Aboriginal drumming.
 - C. Charters has made a positive contribution as both a dancer and a sailor.
 - D. Charters helped organize the National Aboriginal Hockey Championships.

You have **Examination Booklet Form A**. In the box above #1 on your **Answer Sheet**, ensure you filled in the bubble as follows.

Exam Booklet Form/ Cahier d’examen	A	B	C	D	E	F	G	H
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

WRITING ON THIS PAGE WILL NOT BE MARKED

THIS PAGE INTENTIONALLY BLANK

PART C: COMMUNICATION PRODUCTS

2 written-response questions

Suggested Time: 35 minutes

Value: 25%

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**
- describe
graphic 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.

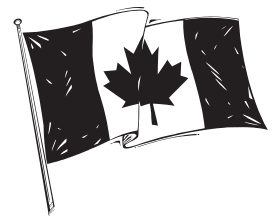
Aaron: “Our school used to put a float in the Canada Day parade every year, but we haven’t done it for a few years. I’m glad we’re going to do it again. I’m really looking forward to this meeting.”

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

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

THIS PAGE INTENTIONALLY BLANK

PART D: COMPOSITION

1 written-response question
Value: 30%

Suggested Time: 35 minutes

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

END OF EXAMINATION

ACKNOWLEDGEMENTS

Gildiner, Catherine. "Cold." *Too Close to the Falls*. ECW Press, 1999.
pp. 161–164, 176–177.

Hewett, Shirley. "All the World's His Stage." *Times Colonist*. July 4, 2004.
p. D12.

Place Personal Education Number (PEN) here.

➔➔

Course Code = COM 12
2012/13 Released Exam
AUGUST 2013

Exam Booklet Form/ Cahier d'examen	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
---------------------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

Student Instructions

1. Place your Personal Education Number (PEN) label at the top of this Booklet **AND** fill in the bubble (Form A, B, C, D, E, F, G or H) that corresponds to the letter on your Examination Booklet.
2. Use a pencil to fill in bubbles when answering questions on your Answer Sheet.
3. Use a blue- or black-ink pen when answering written-response questions in this Booklet.
4. Indicate in the space below which question you have selected:
 Composition Question: 4 or 5
5. Read the Examination Rules on the back of this Booklet.

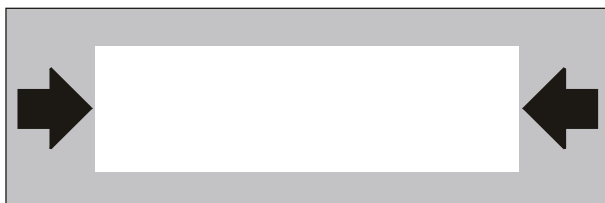
Question 1								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Question 2								
Marker 1								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marker 2								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Question 3								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Question								
4	5							
<input type="checkbox"/>	<input type="checkbox"/>							
Marker 1								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marker 2								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



MINISTRY USE ONLY



Place Personal Education Number (PEN) here.



Course Code = COM 12

Communications 12

2012/13 Released Exam

AUGUST 2013

Response Booklet

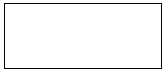
WRITTEN-RESPONSE QUESTION

PART B: INFORMATIONAL TEXT

You may wish to copy the question here to refresh your memory.

Question 1:

PART B: INFORMATIONAL TEXT
WRITTEN RESPONSE



PART C: VISUAL DESIGN

Checklist

- Remember to include:**
- an appropriate title
 - an effective layout
 - a variety of text and visuals
 - appropriate graphics
 - all necessary details

Question 2:

A large rectangular area with horizontal lines, intended for drawing or writing the response to Question 2.

1st		2nd	
------------	--	------------	--

PART C: BUSINESS LETTER

Question 3:

PART D: COMPOSITION

Checklist

<p>BEFORE you write, remember to</p> <ul style="list-style-type: none">• think of ideas on the topic• support your ideas with examples• organize your ideas into paragraphs	<p>AFTER you write, remember to</p> <ul style="list-style-type: none">• reread your composition• check for length• check paragraph structure• check that sentences are complete• check word choice• check spelling and punctuation
---	---

You may wish to copy the question here to refresh your memory.

Indicate your choice by placing a checkmark ✓ in one box below and in one box in **Instruction 4** on the front cover of this booklet.

Question 4 or **Question 5**

PART D: COMPOSITION

Examination Rules

1. The time allotted for this examination is two hours.
You may, however, take up to 60 minutes of additional time to finish.
2. Answers entered in the Examination Booklet will not be marked.
3. Cheating on an examination will result in a mark of zero. The Ministry of Education considers cheating to have occurred if students break any of the following rules:
 - Students must not be in possession of or have used any secure examination materials prior to the examination session.
 - Students must not communicate with other students during the examination.
 - Students must not give or receive assistance of any kind in answering an examination question during an examination, including allowing their papers to be viewed by others or copying answers from another student's paper.
 - Students must not possess any book, paper or item that might assist in writing an examination, including a dictionary or piece of electronic equipment, that is not specifically authorized for the examination by ministry policy.
 - Students must not copy, plagiarize or present as their own, work done by any other person.
 - Students must immediately follow the invigilator's order to stop writing at the end of the examination time and must not alter an Examination Booklet, Response Booklet or Answer Sheet after the invigilator has asked students to hand in examination papers.
 - Students must not remove any piece of the examination materials from the examination room, including work pages.
4. The use of inappropriate language or content may result in a mark of zero being awarded.
5. Upon completion of the examination, return all examination materials to the supervising invigilator.

Please note: A selection of students' written answers may be posted as samples on the Ministry website. Please be assured that the identity of individual students and schools will be held strictly confidential.