

English Literature 12
January 2003 Provincial Examination

ANSWER KEY / SCORING GUIDE

- Topics:**
1. Literary Selections
 2. Literary Forms and Techniques
 3. Recognition of Authors and Titles
 4. Reading Passages
 5. Shakespearean Drama
 6. General Essay

Multiple Choice

Q	K	C	S	T	Q	K	C	S	T
1.	D	K	1	1	16.	D	K	1	3
2.	D	K	1	1	17.	A	K	1	3
3.	C	K	1	1	18.	B	K	1	3
4.	B	K	1	1	19.	D	K	1	3
5.	D	K	1	1	20.	C	K	1	3
6.	B	K	1	1	21.	C	U	1	4
7.	D	K	1	1	22.	C	U	1	4
8.	D	K	1	1	23.	D	K	1	4
9.	B	K	1	1	24.	A	U	1	4
10.	C	K	1	1	25.	D	U	1	4
11.	B	K	1	2	26.	B	U	1	4
12.	A	K	1	2	27.	D	U	1	4
13.	D	K	1	2	28.	B	U	1	4
14.	A	K	1	2	29.	B	U	1	4
15.	A	K	1	3	30.	B	U	1	4

Multiple Choice = 30 marks

Written Response

	Q	B	C	T	S
SECTION 2:	1.	1	H	4	15
(Score both)	2.	2	H	4	10
SECTION 3:	3.	3	H	5	10
(Score only one)	4.	4	H	5	10
	5.	5	H	5	10
SECTION 4:	6.	6	H	6	25
(Score only one)	7.	7	H	6	25
	8.	8	H	6	25

Written Response = 60 marks

Multiple Choice = 30 (30 questions)

Written Response = 60 (4 questions)

EXAMINATION TOTAL = 90 marks

LEGEND:

Q = Question Number

C = Cognitive Level

T = Topic

K = Keyed Response

S = Score

B = Score Box Number

SECTION 2: FAMILIAR PASSAGE

INSTRUCTIONS: Read the following passage and answer the questions on pages 7 and 8 in the examination booklet.

Because I Could Not Stop for Death

Because I could not stop for Death —
He kindly stopped for me —
The Carriage held but just Ourselves —
And Immortality.

5 We slowly drove — He knew no haste
And I had put away
My labour and my leisure too,
For His Civility —

10 We passed the School, where Children strove
At Recess — in the Ring —
We passed the Fields of Gazing Grain —
We passed the Setting Sun —

15 Or rather — He passed Us —
The Dews drew quivering and chill —
For only Gossamer, my Gown —
My Tippet¹ — only Tulle² —

20 We paused before a House that seemed
A Swelling of the Ground —
The Roof was scarcely visible —
The Cornice — in the Ground —

Since then — 'tis Centuries — and yet
Feels shorter than the Day
I first surmised the Horses' Heads
Were toward Eternity —

Emily Dickinson

¹*Tippet*: a scarf worn as a hood

²*Tulle*: light net fabric

FAMILIAR PASSAGE

“Because I Could Not Stop for Death” (page 1 in the Readings Booklet)

INSTRUCTIONS: In paragraph form, using approximately 200 words, respond to the following statement. Write your answer in **ink**.

1. With specific reference to the poem, show that the process of dying is presented in an unusual way. **(15 marks)**

Response:

- Dying is imaginatively associated with the ritual of a formal courtship.
- The ritual involves a carriage ride.
- Death is presented as a well-mannered suitor.
- Immortality appears as a chaperone who lends respectability to Death’s courtship.
- To the speaker, what appears to be a house is, in fact, a grave.
- The speaker’s point of view is unusual. She reflects many centuries after the fact on the day she died.

Other responses are possible.

SIGHT PASSAGE

INSTRUCTIONS: Read the following passage and answer the questions on pages 10 and 11 in the examination booklet.

Written in the eighteenth century, *Gulliver's Travels* is, for the most part, the narrator's recollection of his experiences in imaginary lands. It is regarded as one of the greatest satirical works in English Literature.

from Gulliver's Travels

I said there was a society of men among us, bred up from their youth in the art of proving by words multiplied for the purpose, that white is black and black is white, according as they are paid. To his society all the rest of the people are slaves.

- 5 For example, if my neighbours hath a mind to my cow, he hires a lawyer to prove that he ought to have my cow from me. I must then hire another to defend my right, it being against all rules of law that any man should be allowed to speak for himself. Now in this case, I who am the true owner lie under two great disadvantages. First, my lawyer, being practiced almost from his cradle in
10 defending falsehood, is quite out of his element when he would be an advocate for justice, which as an office unnatural, he always attempts with great awkwardness, if not with ill will. The second disadvantage is, that my lawyer must proceed with great caution: or else he will be reprimanded by the judges, and abhorred by his brethren, as one who would lessen the practice of the law.
15 And therefore I have but two methods to preserve my cow. The first is to gain over my adversary's lawyer with a double fee, who will then betray his client by insinuating that he hath justice on his side. The second way is for my lawyer to make my cause appear as unjust as he can, by allowing the cow to belong to my adversary; and this if it be skilfully done will certainly bespeak the favour of the
20 bench.

- Now, your Honour is to know that these judges are persons appointed to decide all controversies of property, as well as for the trial of criminals, and picked out from the most dextrous lawyers who are grown old or lazy: and having been biassed all their lives against truth and equity, lie under such a fatal
25 necessity of favouring fraud, perjury, and oppression, that I have known several of them refuse a large bribe from the side where justice lay, rather than injure the faculty by doing any thing unbecoming their nature or their office.

- It is a **maxim** among these lawyers, that whatever hath been done before may legally be done again: and therefore they take special care to record all the
30 decisions formerly made against common justice and the general reason of mankind. These, under the name of *precedents*, they produce as authorities, to justify the most iniquitous opinions; and the judges never fail of decreeing accordingly....

- In the trial of persons accused for crimes against the state the method is much
35 more short and commendable: the judge first sends to sound the disposition of those in power, after which he can easily hang or save the criminal, strictly preserving all due forms of law.

Jonathan Swift

SIGHT PASSAGE

excerpt from *Gulliver's Travels*
(page 2 in the **Readings Booklet**)

INSTRUCTIONS: In paragraph form, using approximately 150 words, respond to the following statement. Write your answer in **ink**.

2. With specific reference to the passage, show that the justice system is portrayed as being thoroughly corrupt. **(10 marks)**

Response:

Gulliver states that lawyers and judges pervert rather than advance the cause of justice.

Lawyers:

- act and argue, not from conviction, but rather “according as they are paid.”
- are “practiced...from the cradle in defending falsehood.”
- are “out of their element when advocating justice.”
- are open to bribes.
- are aware that judges favour injustice.

Judges are:

- chosen from the ranks of “old and lazy” lawyers.
- conditioned by their prior training as lawyers to be “biased...against truth and equity.”
- considered odd if they favour “the side where justice lay.”
- subservient to the wishes of “those in power.”

Other responses are possible.

HOLISTIC PARAGRAPH SCALE

A response may or may not show all of the features of any one scale point.

6 Answer

The knowledge demonstrated in a 6 response is superior. The response is clearly organized and focused, and the analysis shows perception and insight. References and quotations are relevant and well integrated. The writing is fluent and the use of language is sophisticated. The response, however, need not be error-free.

5 Answer

The knowledge demonstrated in a 5 response is strong. The response is organized and focused, and the analysis is clear. References and quotations are relevant and well integrated. The writing is fluent and shows a strong grasp of the conventions of language.

4 Answer

The knowledge demonstrated in a 4 response is competent. The response is organized, but the ideas may be simplistic or conventional. References are accurate, but may be limited. The response displays control of the conventions of language. Errors are present but may not be generally distracting.

3 Answer

The knowledge demonstrated in a 3 response is barely adequate. Organization is present but may not support the flow of ideas. The development of ideas is limited and may be incomplete or superficial. References and quotations may be inappropriate or incorrect. The response displays limited control of the conventions of language. Errors may impede understanding.

2 Answer

The knowledge demonstrated in a 2 response is inadequate. The response lacks organization and coherence. There is an incomplete or superficial development of ideas, which fail to address the topic. References and quotations are irrelevant or flawed. Language may be poorly controlled, inappropriate or colloquial. Errors are frequent and distracting.

1 Answer

The knowledge demonstrated in a 1 response is unacceptable and shows a lack of understanding. It fails to address the topic and is undeveloped. No references are provided. There is a serious lack of control in the writing which impedes understanding.

0 Answer *

The zero response has insufficient information to warrant a grade. It may be off-topic or simply a restatement of the topic.

99 (No Response)

There is no writing on the page.

*A score of 0 must be approved by the Chair or Vice-chair.

SECTION 3: SHAKESPEAREAN DRAMA

Value: 10 marks

Suggested Time: 15 minutes

INSTRUCTIONS: Choose **one** of the three passages on pages 3 to 5 in the **Readings Booklet**. With specific reference to the passage, write approximately 150 words in paragraph form, in which you explain what the passage reveals about the **character** of the **speaker**.

3. *Hamlet (1600–1601)*

Hamlet has accidentally killed Polonius and the King has sent Rosencrantz and Guildenstern to get Polonius' body.

King: I have sent to seek him and to find the body:
How dangerous is it that this man goes loose!
Yet must not we put the strong law on him:
He's loved of the distracted multitude,
Who like not in their judgment, but their eyes,
And where 'tis so, th' offender's scourge is weighed,
But never the offense. To bear all smooth and even,
This sudden sending him away must seem
Deliberate pause. Diseases desperate grown
By desperate appliance are relieved,
Or not at all.

(IV. iii. 1–11)

Response:

Here Claudius is revealed as

- **efficient as he quickly sends Rosencrantz and Guildenstern to find the body of Polonius.**
- **cunning as he tells his attendants that Hamlet is violent in nature and should be locked up.**
- **stately as he uses the royal “we.”**
- **disdainful as he talks of his subjects as “distracted.”**
- **patronizing as he criticizes his subjects for choosing leaders with their “eyes” not “judgment.”**
- **astute as he recognizes people are more concerned with the perpetrator's pain than the crime.**
- **manipulative as he cleverly arranges for Hamlet's departure to appear carefully thought out.**
- **intelligent as he observes that large problems require strong measure.**

Other responses are possible.

Criteria: Content and written expression Total: 10 marks

4. *The Tempest* (1611)

All the king's party sleep under Ariel's influence with the exception of Sebastian and Antonio.

Sebastian: But, for your conscience —

Antonio: Ay, sir, where lies that? If 'twere a kibe¹,
'Twould put me to my slipper; but I feel not
This deity in my bosom. Twenty consciences
That stand 'twixt me and Milan, candied be they
And melt, ere they molest! Here lies your brother,
No better than the earth he lies upon —
If he were that which now he's like, that's dead —
Whom I with this obedient steel (three inches of it)
Can lay to bed forever; whiles you, doing thus,
To the perpetual wink² for aye might put
This ancient morsel, this Sir Prudence, who
Should not upbraid our course. For all the rest,
They'll take suggestion as a cat laps milk;
They'll tell the clock³ to any business that
We say befits the hour.

(II. i. 279–294)

¹*kibe*: a sore on the heel

²*perpetual wink*: death

³*clock*: agree to

Response:

Here Antonio is revealed as

- **ruthless.**
- **arrogant.**
- **conceited.**
- **contemptuous.**
- **eager to conspire in the deaths of Alonso and Gonzalo.**
- **confident in his ability to control the actions of underlings.**
- **dismissive of any opposition to his schemes.**

Other responses are possible.

Criteria: Content and written expression Total: 10 marks

HOLISTIC SHAKESPEAREAN DRAMA SCALE

A response may or may not show all of the features of any one scale point.

6 Answer

The knowledge demonstrated in a 6 response is superior. The response is clearly organized and focused, and the analysis of character shows perception and insight. References and quotations are relevant and well integrated. The writing is fluent and the use of language is sophisticated. The response, however, need not be error-free.

5 Answer

The knowledge demonstrated in a 5 response is strong. The response is clearly organized and focused, and the analysis of character is good. References and quotations are accurate and well integrated. The writing is fluent and shows a strong grasp of the conventions of language.

4 Answer

The knowledge demonstrated in a 4 response is competent. The response is organized, but the analysis of character may be simplistic or conventional. References and quotations may not be integrated or supported. The response displays control of the conventions of language. Errors are present but may not be generally distracting.

3 Answer

The knowledge demonstrated in a 3 response is barely adequate. Organization is present but the analysis of character is weak. References and quotations may be inappropriate or unsupported. The response displays limited control of the conventions of language. Errors may impede understanding.

2 Answer

The knowledge demonstrated in a 2 response is inadequate. The response lacks organization and coherence. There is an incomplete, superficial or erroneous analysis of character. References and quotations are irrelevant or flawed. Language may be poorly controlled, inappropriate or colloquial. Errors are frequent and distracting.

1 Answer

The knowledge demonstrated in a 1 response is unacceptable and shows a lack of understanding. There is a failure to understand the character. No references are provided. There is a serious lack of control in the writing, which impedes understanding.

0 Answer *

The zero response has insufficient information to warrant a grade. It may be off-topic or simply a restatement of the topic.

99 (No Response)

There is no writing on the page.

*A score of 0 must be approved by the Chair or Vice-chair.

SECTION 4: GENERAL ESSAY

Value: 25 marks

Suggested Time: 40 minutes

INSTRUCTIONS: Choose **one** of the following topics. In an essay of approximately **400 words**, develop a **concise, focused** answer to show your knowledge and understanding of the topic. Include specific references to the works you discuss. You may not need all the space provided for your answer. Do **not** double space. You are encouraged to refer to works outside the Core Studies Readings List.

6. By reference to at least **three** literary works, show that a moral judgment is stated or implied.

Note to markers: Students will not be penalized for utilizing only core works in responding to a question.

Response:

Core Readings:

Beowulf

The Canterbury Tales

“A Valediction: Forbidding Mourning”

“On His Blindness”

The Rape of the Lock

“To a Louse”

“Elegy Written in a Country Churchyard”

“The World Is Too Much with Us”

“Apostrophe to the Ocean”

Ode to the West Wind”

“My Last Duchess”

“Dover Beach”

“Song”

“Hollow Men”

“*Dulce et Decorum Est*”

“The Second Coming”

“Pretty”

“Do Not Go Gentle into That Good Night”

Many other responses are possible.

Criteria: Content and written expression Total: 25 marks

7. By reference to at least **three** literary works, show that a sense of powerlessness is central to each work.

Note to markers: Students will not be penalized for utilizing only core works in responding to a question.

Response:

Core readings:

- “Whoso List to Hunt”
- Shakespeare’s Sonnet 73 (“That time of year thou mayst in me behold”)
- “On His Blindness”
- “To a Mouse”
- “The World Is Too Much with Us”
- “Apostrophe to the Ocean”
- “Ode to the West Wind”
- “Ode to a Nightingale”
- “Dover Beach”
- “Song”
- “*Dulce et Decorum Est*”
- “Do Not Go Gentle into That Good Night”
- “Disembarking at Quebec”

Many other responses are possible.

Criteria: Content and written expression Total: 25 marks

8. By reference to at least **three** literary works, show that characters demonstrate different qualities of leadership.

Note to markers: Students will not be penalized for utilizing only core works in responding to a question.

Response:

Core Readings:

Beowulf

“The Prologue” to *The Canterbury Tales*

The Tempest

King Lear

Hamlet

Paradise Lost

“Ulysses”

Other works to which students may refer:

Le Morte Darthur

Macbeth

Julius Caesar

Gulliver’s Travels

Lord of the Flies

Many other responses are possible.

Criteria: Content and written expression Total: 25 marks

HOLISTIC ESSAY SCALE

A response may or may not show all of the features of any one scale point. Essays that are not multi-paragraph (three or more paragraphs), or have fewer than 250 words will be deducted one scale point.

6 Answer

The knowledge demonstrated in a 6 essay is superior. The essay is clearly organized and focused, and the analysis shows perception and insight. There is an excellent match of topic and selections, and literary references and quotations are relevant and well integrated. The writing is fluent and the use of language is sophisticated. The essay, however, need not be error-free.

5 Answer

The knowledge demonstrated in a 5 essay is strong. The essay is organized and focused, and the analysis is clear. There is a good match of topic and selections, and literary references and quotations are relevant and well integrated. The writing is fluent and shows a strong grasp of the conventions of language.

4 Answer

The knowledge demonstrated in a 4 essay is competent. The essay is organized, but the ideas may be simplistic or conventional. There is an appropriate match of topic and selections. Literary references are accurate, but may be limited. The essay displays control of the conventions of language. Errors are present but may not be generally distracting.

3 Answer

The knowledge demonstrated in a 3 essay is barely adequate. Organization is present but may not support the flow of ideas. The development of ideas is limited and may be incomplete or superficial. There is a poor match of topic with selections, and literary references and quotations may be inappropriate or incorrect. The essay displays limited control of the conventions of language. Errors may impede understanding.

2 Answer

The knowledge demonstrated in a 2 essay is inadequate. The essay lacks organization and coherence. There is an incomplete or superficial development of ideas, which fail to address the topic. References and quotations are irrelevant or flawed. Language may be poorly controlled, inappropriate or colloquial. Errors are frequent and distracting.

1 Answer

The knowledge demonstrated in a 1 response is unacceptable and shows a lack of understanding. It fails to address the topic and is undeveloped. No references are provided. There is a serious lack of control in the writing which impedes understanding.

0 Answer *

The zero response has insufficient information to warrant a grade. It may be off-topic or simply a restatement of the topic.

99 (No Response)

There is no writing on the page.

*A score of 0 must be approved by the Chair or Vice-chair.

END OF KEY