

English Literature 12  
June 2003 Provincial Examination

ANSWER KEY / SCORING GUIDE

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

**Multiple Choice = 30 marks**

## Written Response

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

### *excerpt from Paradise Lost*

“What though the field be lost?  
All is not lost; the unconquerable will,  
And study of revenge, immortal hate,  
And courage never to submit or yield:  
5 And what else not to be overcome?  
That glory never shall his wrath or might  
Extort from me. To bow and sue for grace  
With suppliant knee, and deify his power  
Who from the terror of this arm so late  
10 Doubted<sup>1</sup> his empire, that were low indeed,  
That were an ignominy and shame beneath  
This downfall; since by fate the strength of gods  
And this empyreal substance cannot fail,  
Since through experience of this great event,  
15 In arms not worse, in foresight much advanced,  
We may with more successful hope resolve  
To wage by force or guile eternal war  
Irreconcilable to our grand Foe,  
Who now triumphs, and in the excess of joy  
20 Sole reigning holds the tyranny of Heaven.”  
So spake the apostate Angel, though in pain,  
Vaunting aloud, but racked with deep despair;  
And him thus answered soon his bold compeer:<sup>2</sup>  
“O Prince, O Chief of many thronè Powers,  
25 That led the embattled Seraphim to war  
Under thy conduct, and in dreadful deeds  
Fearless, endangered Heaven’s perpetual King,  
And put to proof his high supremacy,  
Whether upheld by strength, or chance, or fate;  
30 Too well I see and rue the dire event,  
That with sad overthrow and foul defeat  
Hath lost us Heaven, and all this mighty host  
In horrible destruction laid thus low,  
As far as gods and heavenly essences  
35 Can perish: for the mind and spirit remains  
Invincible, and vigor soon returns,  
Though all our glory extinct, and happy state  
Here swallowed up in endless misery.

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<sup>1</sup>*Doubted*: feared for

<sup>2</sup>*bold compeer*: Beelzebub

But what if he our Conqueror (whom I now  
40 Of force believe almighty, since no less  
Than such could have o'erpowered such force as ours)  
Have left us this our spirit and strength entire  
Strongly to suffer and support our pains,  
That we may so suffice his vengeful ire,  
45 Or do him mightier service as his thralls  
By right of war, whate'er his business be,  
Here in the heart of Hell to work in fire,  
Or do his errands in the gloomy deep?  
What can it then avail, though yet we feel  
50 Strength undiminished, or eternal being  
To undergo eternal punishment?"  
Whereto with speedy words the Archfiend replied:  
"Fallen Cherub, to be weak is miserable,  
Doing or suffering: but of this be sure,  
55 To do aught good never will be our task,  
But ever to do ill our sole delight,  
As being the contrary to his high will  
Whom we resist. If then his providence  
Out of our evil seek to bring forth good,  
60 Our labor must be to pervert that end,  
And out of good still to find means of evil;  
Which ofttimes may succeed, so as perhaps  
Shall grieve him, if I fail not, and disturb  
His inmost counsels from their destined aim."

John Milton

**FAMILIAR PASSAGE**  
**from *Paradise Lost***  
(pages 1 and 2 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 passage, show that both Satan's and Beelzebub's responses to their present situation are different. **(15 marks)**

**Response:**

**Satan**

- **confident** ("all is not lost")
- **stubborn** ("That glory never shall his wrath or might extort from me")
- **proud** ("To bow and sue for grace with suppliant knee...were low...ignominy and sham")
- **boastful**
- **unwilling** to acknowledge defeat ("Vaunting aloud, but racked with deep despair")
- **determined** ("wage by force or guile eternal war...ever to do ill our sole delight")

**Beelzebub**

- **uncertain** ("what if our Conqueror...has left us our spirit...to suffer"?)
- **defeatist** ("our Conqueror whom I now...believe almighty") ("I see and rue the dire event")
- **humbled** ("we may do him mightier service as his thralls")
- **submissive** ("undergo eternal punishment...do his errands in the gloomy deep")

**Other responses are possible.**

## SIGHT PASSAGE

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

### *from Frost at Midnight*

The Frost performs its secret ministry,  
Unhelped by any wind. The owl's cry  
Came loud — and hark, again! loud as before.  
The inmates of my cottage, all at rest,  
5 Have left me to that solitude, which suits  
Abstruser<sup>1</sup> musing: save that at my side  
My cradled infant slumbers peacefully.  
'Tis calm indeed! so calm, that it disturbs  
And vexes meditation with its strange  
10 And extreme silentness....

Dear Babe, that sleepest cradled by my side,  
Whose gentle breathings, heard in this deep calm,  
Fill up the intersperséd vacancies  
And momentary pauses of the thought!  
15 My babe so beautiful! it thrills my heart  
With tender gladness, thus to look at thee,  
And think that thou shalt learn far other lore,  
And in far other scenes! For I was reared  
In the great city, pent 'mid cloisters dim,  
20 And saw nought lovely but the sky and stars.  
But *thou*, my babe! shalt wander like a breeze  
By lakes and sandy shores, beneath the crags  
Of ancient mountain, and beneath the clouds,  
Which image in their bulk both lakes and shores  
25 And mountain crags: so shalt thou see and hear  
The lovely shapes and sounds intelligible  
Of that eternal language, which thy God  
Utters, who from eternity doth teach  
Himself in all, and all things in himself.  
30 Great universal Teacher! he shall mould  
Thy spirit, and by giving make it ask.

Therefore all seasons shall be sweet to thee,  
Whether the summer clothe the general earth  
With greenness, or the redbreast sit and sing  
35 Betwixt the tufts of snow on the bare branch  
Of mossy apple-tree, while the night thatch  
Smokes in the sun-thaw; whether the eave-drops fall  
Heard only in the trances of the blast,  
Or if the secret ministry of frost  
40 Shall hang them up in silent icicles,  
Quietly shining to the quiet Moon.

Samuel Taylor Coleridge

<sup>1</sup>*Abstruser*: deeper

## SIGHT PASSAGE

excerpt from “Frost at Midnight”  
(page 3 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, discuss the speaker’s **hopes** for his child’s future.  
(10 marks)

**Response:**

- will be raised in the country
- will learn “other lore” in “far other scenes”
- will wander freely in Nature; “*thou...shalt wander like a breeze*”
- will “see and hear...shapes and sounds intelligible / Of that eternal language, which Thy God / Utters”
- will be moulded by Nature — “Great universal Teacher”
- will be positively affected by all the seasons of the year; the “seasons shall be sweet to thee”

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 4 to 6 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)

*The captain has informed Hamlet that Fortinbras is crossing Denmark on his way to Poland.*

Hamlet: How all occasions do inform against me  
And spur my dull revenge! What is a man,  
If his chief good and market<sup>1</sup> of his time  
Be but to sleep and feed? A beast, no more.  
Sure he that made us with such large discourse,  
Looking before and after, gave us not  
That capability and godlike reason  
To fust<sup>2</sup> in us unused. Now, whether it be  
Bestial oblivion, or some craven scruple  
Of thinking too precisely on th' event —  
A thought which, quartered, hath but one part wisdom  
And ever three parts coward — I do not know  
Why yet I live to say, “This thing’s to do,”  
Sith I have cause, and will, and strength, and means  
To do’t.

(IV. iv. 32–46)

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<sup>1</sup>market: profit

<sup>2</sup>fust: grow moldy

### Response:

Here Hamlet is revealed as

- **shamed as he contrasts his inaction with the audaciousness of Fortinbras and his men.**
- **philosophical as he considers the nature of man.**
- **analytical as he attempts to understand why he has not carried out his father’s revenge.**
- **honest as he considers possible cowardice.**
- **uncertain as he wonders why he has not acted when he has such will to do it.**

Other responses are possible.

**Criteria: Content and written expression    Total: 10 marks**

4. *The Tempest* (1611)

*Caliban enters carrying a burden of wood just before he meets Trinculo and Stephano.*

Caliban: All the infections that the sun sucks up  
From bogs, fens, flats, on Prosper fall, and make him  
By inchmeal<sup>1</sup> a disease! His spirits hear me,  
And yet I needs must curse. But they'll nor pinch,  
Fright me with urchin shows<sup>2</sup>, pitch me i' th' mire,  
Nor lead me, like a firebrand, in the dark  
Out of my way, unless he bid 'em. But  
For every trifle are they set upon me;  
Sometime like apes that mow<sup>3</sup> and chatter at me,  
And after bite me;

(II. ii. 1–10)

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<sup>1</sup>*inchmeal*: inch by inch

<sup>2</sup>*shows*: apparitions

<sup>3</sup>*mow*: make faces

**Response:**

**Here Caliban is revealed as**

- **burning with hatred for Prospero.**
- **unrepentant in his opposition to Prospero.**
- **resentful of his treatment by Prospero.**
- **defiant even in the face of sure punishment.**
- **petulant in what he believes is unjust treatment.**
- **unwilling to consider any redemptive purpose in his labour.**

**Other responses are possible.**

**Criteria: Content and written expression    Total: 10 marks**

5. *King Lear* (1603)

*Cordelia has just informed Lear that she loves him according to her “bond.” When Lear reacts negatively, Kent attempts to intervene on her behalf.*

Lear: I loved her most, and thought to set my rest  
On her kind nursery<sup>1</sup>. Hence and avoid my sight!  
So be my grave my peace, as here I give  
Her father’s heart from her! Call France. Who stirs?  
Call Burgundy. Cornwall and Albany,  
With my two daughters’ dowers digest<sup>2</sup> the third;  
Let pride, which she calls plainness, marry<sup>3</sup> her.  
I do invest you jointly with my power,  
Pre-eminence, and all the large effects  
That troop<sup>4</sup> with majesty. Ourselves, by monthly course,  
With reservation of an hundred knights,  
By you to be sustained, shall our abode  
Make with you by due turn. Only we shall retain  
The name, and all th’ addition<sup>5</sup> to a king. The sway,  
Revenue, execution of the rest,  
Belovèd sons, be yours;

(I. i. 125–140)

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<sup>1</sup>nursery: caring

<sup>2</sup>digest: absorb

<sup>3</sup>marry: find her a husband

<sup>4</sup>troop: accompany

<sup>5</sup>addition: privileges

**Response:**

Here Lear is revealed as

- **hurt and surprised; he was not expecting this answer and so believes he has been betrayed.**
- **bombastic and angry.**
- **uncomprehending of the entire situation; he bestows Cordelia’s share of the realm on Regan and Goneril.**
- **irresponsible by attempting to divest himself of his duties while still retaining his titles and honour.**
- **proud; ironically he accuses Cordelia of pride.**

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 the theme of each work is developed by the inclusion of a creature from nature.

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

**Response:**

**Core readings:**

*Beowulf*

“Whoso List to Hunt”

*The Tempest*

“To a Louse”

“The Tyger”

“The Rime of the Ancient Mariner”

“Ode to a Nightingale”

“Song”

“Pretty”

**Other works to which students may refer:**

“To a Mouse”

“The Darkling Thrush”

“Shooting an Elephant”

“Snake”

“Hawk Roosting”

Many other responses are possible.

**Criteria:** Content and written expression

**Total:** 25 marks

7. By reference to at least **three** literary works, show that comfort is derived from different sources.

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

**Response:**

**Core readings:**

*Beowulf*

Shakespeare's "Sonnet 29" ("When in disgrace with fortune and men's eyes")

Shakespeare's "Sonnet 73" ("That time of year thou mayst in me behold")

"A Valediction: Forbidding Mourning"

"On His Blindness"

*Paradise Lost*

"My Heart Leaps Up"

"Apostrophe to the Ocean"

"Ode to the West Wind"

"Ulysses"

Elizabeth Barrett Browning's "Sonnet 43"

"Dover Beach"

"Song"

**Other works to which students may refer:**

Shakespeare's "Sonnet 116" ("Let me not to the marriage of true minds")

"Easter Wings"

"To Althea, from Prison"

"I Wandered Lonely as a Cloud"

"Lines Composed a Few Miles Above Tintern Abbey"

"Composed upon Westminster Bridge, September 3, 1802"

"It is a Beauteous Evening, Calm and Free"

"In Memoriam"

**Many other responses are possible.**

**Criteria: Content and written expression**

**Total: 25 marks**

8. By reference to at least **three** literary works, show that writers reveal the complexities of human relationships.

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

**Response:**

**Core readings:**

- “Get Up and Bar the Door”
- “Whoso List to Hunt”
- “My Last Duchess”
- *Hamlet, The Tempest, King Lear*
- “A Valediction: Forbidding Mourning”
- *The Rape of the Lock*
- “Dover Beach”
- “Do Not Go Gentle into That Good Night”

**Other works to which students may refer:**

- *Antigone*
- *The Canterbury Tales*
- “The Nymph’s Reply to the Shepherd”
- “On My First Son”
- *Pride and Prejudice*
- “When I Have Fears That I May Cease to Be”
- “The Eve of St. Agnes”
- “The Lady of Shalott”
- *In Memoriam*
- *Hard Times*

**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**