

English 12
January 2000 Provincial Examination
ANSWER KEY / SCORING GUIDE

- Topics:**
1. Editing Skills
 2. Interpretation of Literature
 3. Written Expression

Multiple Choice

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

Multiple Choice = 25 marks

Written Response

Q	C	T	S	
1.	H	2	12	
2.	H	2	24	} Score only one of the two questions given.
3.	H	2	24	
4.	H	3	24	

Written Response = 60 marks

Multiple Choice = 25
Written Response = 60
EXAMINATION TOTAL = 85 marks

LEGEND:

Q = Question Number	C = Cognitive Level	T = Topic
K = Keyed Response	S = Score	B = Score Box Number

POETRY SCORING GUIDE FOR QUESTION 1

This question tests both the reading and the writing abilities of the student. Your mark must reflect both the accuracy of the reading, as well as the fluency of the writing.

This guide should be adequate for most papers; however, if you come across a paper that is problematic, please double-check with the chair or sub-chair. It is essential to remember that this is a **draft work**; even high level papers are likely to have the odd error — whether in analysis or writing. Such mistakes should be considered as part of the paper’s holistic mark, but should not necessarily result in an automatic drop in the score. However, a paper containing errors so distracting that they impede understanding should not be given a mark of more than three; a two would be more likely.

Please remember that references to the text may be explicit or implicit. References to lines solely by number should be ignored.

The high paper may recognize irony in the metaphor and discuss its inappropriateness in a sophisticated way. It may appreciate the eagle’s role as the leading partner in the dance. The response may further extend the metaphor or even introduce a new one to support the explanation.

The middle paper lists examples of the metaphor, but without analysis or explanation.

The low paper attempts to discuss the metaphor with no reference to the poem or no comprehension of the term. It may attempt to use terminology and quotations, but shows no evidence of comprehension.

6 Answer

The six response meets all the criteria of a five: its superiority to the five response is a result of degree, not kind. The level of insight may be particularly convincing and/or subtle or the writing exceptionally impressive. Certainly the six response exhibits a depth of understanding and a sophisticated use of language.

5 Answer

The five response reflects a strong grasp of the topic and the poem. The references to the poem may be explicit or implicit and convincingly support the student's point of view. In both understanding and writing, the paper is proficient. The writing is well organized and reflects a strong grasp of the conventions of language.

4 Answer

The four response is competent. Understanding of the poem is accurate but rather superficial or somewhat incomplete, certainly not imaginative. References are present and suitable, but may be limited to only part of the poem. The writing conveys the student's views in an organized, straightforward fashion; errors are present but generally not distracting. Overall, the student has good control of the conventions of language.

3 Answer

The three response is barely adequate. While the student's treatment of the topic may not be wrong, it may be incomplete or so superficial as to seem inaccurate. While a central idea may not be clearly stated, it is present or implied and at least partially supported. Support may consist of long references to the poem which are not clearly connected to a central idea; alternatively, support may be very meager and/or replaced by repetitive statements. Organization is present, but may not directly help the flow of ideas. There are lapses in the student's control over the conventions of language.

2 Answer

The two response reflects a significant misunderstanding of the poem and/or the task required by the question. The discussion may be irrelevant, seriously incomplete, or simply wrong. Errors are recurring and distracting. In some cases, the marker may sense that the student has grasped the essence of the question but has such deficiencies in language as to render the explanation seriously compromised.

1 Answer

A one response compounds the problems of the two paper. These papers are often noticeably weaker in their prose. There is a serious lack of control in the writing; in fact, the marker may wonder, at times, what the writer is trying to say. Other one papers are little more than a restatement of the topic.

0 Answer

A response with less than a complete sentence, or written in verse, or a response manifesting an achievement less than outlined in scale point 1.

NR

A blank paper with no response given.

PART B: POETRY

Death Over Water

(page 1 in the **Readings Booklet**)

INSTRUCTIONS: In paragraph form and in approximately 125 to 150 words, answer question 1 in the space provided. Write in **ink**. The mark for your answer will be based on the appropriateness of the example(s) you use as well as the adequacy of your explanation and the quality of your written expression.

1. Throughout the poem, the poet compares the relationship between the eagle and the gull to “a pair of ice dancers.” In paragraph form and with reference to the poem, discuss the poet’s use of the extended metaphor of ice dancing. **(12 marks)**

Suggestions Regarding Response:

- gull “swerves across” like one dancer ahead of another, across the ice (l. 5)
- “parallel, like / the male of a pair of ice dancers / spreading his dark arms above / his partner’s every move” (l. 9–12)—the dominance of the eagle over the gull; ominous tone of “dark”
- “Why does it remain / in that arena where the enemy has / every advantage of size and speed?” (l. 16–18) The gull is no competition for its “partner” in this macabre dance.
- “that gallery / of scalawags...as they swirl around the death duo / spiralling lower” (l. 19–22)—the crows are both spectators and minor players in the “dance.”
- “crows disperse” (l. 37)—the performance is over.

Students familiar with ice dancing may include the following:

- a death spiral is an ice-dance term
- “I miss the *coup de grace*” (l. 28)—the stroke of grace that ends the dance is the finishing stroke to the gull’s life.

The exemplars will provide sample responses.

**Marks will be awarded for content and written expression.
Refer to the Holistic Scale on pages 3 and 4 of this key.**

PROSE SCORING GUIDE FOR QUESTION 2

This Guide is specific to narrative reading passages. This question tests both the reading and the writing abilities of the student. Your mark must reflect both the accuracy of the reading, as well as the fluency of the writing.

This guide should be adequate for most papers; however, if you come across a paper that is problematic, please double-check with the chair or sub-chair. It is essential to remember that this is **a draft work**; even high level papers are likely to have the odd error — whether in analysis or writing. Such mistakes should be considered as part of the paper’s holistic mark, but should not necessarily result in an automatic drop in the score. However, a paper containing errors so distracting that they impede understanding should not be given a mark of more than three; a two would be more likely.

Responses which are not multi-paragraph will be deducted one scale point. Please remember that references to the text may be explicit or implicit. References to paragraphs solely by number should be ignored.

High level papers often start competently and then improve dramatically as they address the question. These papers also tend to integrate quotations fluidly. These papers successfully articulate the complexity of the father’s character.

Middle level papers are generally not incorrect in their understanding of the father, but tend to discuss significantly fewer elements than the text develops.

Low level papers reflect a misunderstanding of the character of the father or reduce the character to one or two simplistic traits. Sufficient length is a consistent problem.

6 Answer

The six essay meets all the criteria of a five: its superiority to the five essay is a result of degree, not kind. The level of insight may be particularly convincing and/or subtle or the writing exceptionally impressive. Certainly the six essay exhibits a depth of understanding and a sophisticated use of language.

5 Answer

The five essay reflects a strong grasp of the text. The response has a clearly stated thesis which is convincingly supported. In both understanding and writing, the paper is proficient. The essay reflects a strong grasp of the conventions of language.

4 Answer

The four essay is competent. References are present and suitable, but may be limited to only part of the text. The assertions in the four essay tend to be simplistic. There are no significant errors in reading. The writing is able to convey the writer's views in an organized, straightforward fashion; errors are present but generally not distracting. Overall, the student has good control of the conventions of language.

3 Answer

The three essay's response is barely adequate. While the student's treatment of the topic may not be wrong, it may be incomplete or so superficial as to seem inaccurate. While a central idea may not be clearly stated, it is present or implied and at least partially supported. Support may consist of long references to the prose which are not clearly connected to a central idea; alternatively, support may be very meager and/or replaced by repetitive statements. Organization is present, but may not directly help the flow of ideas. There are lapses in the student's control over the conventions of language.

2 Answer

The two essay's response reflects a significant misunderstanding of the prose and/or the task required by the question. The discussion may be irrelevant, seriously incomplete, or simply wrong. Composition errors are recurring and distracting. In some cases, the marker may sense that the student has grasped the essence of the question but has such deficiencies in language as to render the explanation seriously compromised.

1 Answer

The one essay compounds the problems of the two essay. These papers are often noticeably weaker in their prose. There is a serious lack of control in the writing; in fact, the marker may wonder, at times, what the writer is trying to say. Other one papers are little more than a restatement of the topic.

0 Answer

A response with less than a complete sentence, or written in verse, or a response manifesting an achievement less than outlined in scale point 1.

NR

A blank paper with no response given.

PART C: PROSE

The Hallowe'en Party
(pages 2 to 4 in the **Readings Booklet**)

INSTRUCTIONS: Choose **one** of the following two topics and write a **multi-paragraph** response of approximately 300 words. Write in **ink**. The mark for your answer will be based on the appropriateness of the example(s) you use as well as the adequacy of your explanation and the quality of your written expression. **Value: 24 marks**

2. In multi-paragraph form and with reference to the story, discuss the character of the father.

(24 marks)

Suggestions Regarding Response:

CHARACTER OF THE FATHER

DISCUSSION

driven

“had dreamed of such a farm” (para. 1)
“dream of a Jewish settlement” (para. 2)

idealistic

“an ideal farm community” (para. 2)

proud

“prove a thing or two to the world” (para. 2)

nostalgic / passionate for the land

“deep hunger for land” (para. 3)
“like his old home” (para. 3)

visionary

The father saw what the family did not—“We couldn’t share my father’s enthusiasm” (para. 4)

optimistic

“father’s enthusiasm” (para. 4)

traditional / family oriented

strict, culturally-minded, proud of heritage (para. 16)
“Once you begin...everything is lost” (para. 28)
“I don’t want them to forget who they are...” (para. 28)

approachable

children go to the father: “When we brought it up that evening...” (para. 17)
“ ‘Yes, sure’ ” to Mr. MacNeill (para. 21)

serious

“He began to frown the way he usually did when he was serious.” (para. 27)

committed to heritage / religion

“I don’t want them to forget who they are.” (para. 28)

thoughtful

“You mean that if my children don’t feel what I want them to feel...” (para. 33)

appreciative and respectful of others’ opinions / reasonable

changes his mind and lets the children go to the party (para. 35)

The exemplars will provide sample responses.

**Marks will be awarded for content and written expression.
Refer to the Holistic Scale on pages 6 and 7 of this key.**

PROSE SCORING GUIDE FOR QUESTION 3

This Guide is specific to narrative reading passages. This question tests both the writing and the reading abilities of the student. Your mark must reflect both the accuracy of the reading, as well as the fluency of the writing.

This guide should be adequate for most papers; however, if you come across a paper that is problematic, please double-check with the chair or sub-chair. It is essential to remember that this is **a draft work**; even high level papers are likely to have the odd error — whether in analysis or writing. Such mistakes should be considered as part of the paper’s holistic mark, but should not necessarily result in an automatic drop in the score. However, a paper containing errors so distracting that they impede understanding should not be given a mark of more than three; a two would be more likely.

Essays which are not multi-paragraph will be deducted one scale point. Please remember that references to the text may be explicit or implicit. References to paragraphs solely by number should be ignored.

High level papers often start competently and then improve dramatically as they address the question. These papers also tend to integrate quotations fluidly. These papers link setting to issues of theme and/or character in a sophisticated, thorough-going analysis.

Middle level papers discuss, but incompletely, the connection between setting, character, and/or theme. In this question, particularly, the level of writing has been the most significant criterion.

Low level papers tend to list details of setting, but are unable to articulate any genuine connection to character or theme.

6 Answer

The six essay meets all the criteria of a five: its superiority to the five essay is a result of degree, not kind. The level of insight may be particularly convincing and/or subtle or the writing exceptionally impressive. Certainly the six essay exhibits a depth of understanding and a sophisticated use of language.

5 Answer

The five essay reflects a strong grasp of the text. The response has a clearly stated thesis which is convincingly supported. In both understanding and writing, the paper is proficient. The essay reflects a strong grasp of the conventions of language.

4 Answer

The four essay is competent. References are present and suitable, but may be limited to only part of the text. The assertions in the four essay tend to be simplistic. There are no significant errors in reading. The writing is able to convey the writer's views in an organized, straightforward fashion; errors are present but generally not distracting. Overall, the student has good control of the conventions of language.

3 Answer

The three essay's response is barely adequate. While the student's treatment of the topic may not be wrong, it may be incomplete or so superficial as to seem inaccurate. While a central idea may not be clearly stated, it is present or implied and at least partially supported. Support may consist of long references to the prose which are not clearly connected to a central idea; alternatively, support may be very meager and/or replaced by repetitive statements. Organization is present, but may not directly help the flow of ideas. There are lapses in the student's control over the conventions of language.

2 Answer

The two essay's response reflects a significant misunderstanding of the story and/or the task required by the question. The discussion may be irrelevant, seriously incomplete, or simply wrong. Composition errors are recurring and distracting. In some cases, the marker may sense that the student has grasped the essence of the question but has such deficiencies in language as to render the explanation seriously compromised.

1 Answer

The one essay compounds the problems of the two essay. These papers are often noticeably weaker in their prose. There is a serious lack of control in the writing; in fact, the marker may wonder, at times, what the writer is trying to say. Other one papers are little more than a restatement of the topic.

0 Answer

A response with less than a complete sentence, or written in verse, or a response manifesting an achievement less than outlined in scale point 1.

NR

A blank paper with no response given.

3. In multi-paragraph form and with reference to the story, discuss the impact of the setting on the story. (24 marks)

Suggestions Regarding Response:

IMPACT OF SETTING

The children have a negative mind-set initially.

The father is accomplishing his dream.

The rural Canadian setting, like Russia, offers a new beginning, freedom of space, time, and thought.

The children begin to find something to do—frog-hunting. The setting provides new experiences for the children. (para. 4 and 5)

This shows the father’s character—determined, values tradition.

There are many kinds of activities available to them that are close to the earth.

This is different from an urban setting.

The characters have to make their own entertainment.

The father recalls the persecution he suffered in Russia and continues to be influenced by that experience in Canada.

The theme—what is important is what is inside a person—is conveyed.

There is amiable interaction among neighbours; the simple pleasures of rural life are explained, and the beginnings of community are experienced.

The exemplars will provide sample responses.

SUPPORTING DETAILS

rural—“twenty-six acres”; “bush” (para. 1); “windswept” (para. 3)

“his dream of a Jewish settlement” (para. 1 and 2)

“...he searched without knowing it for landscapes that were like his old home.” (para. 3)

There is a distance to go to bump into neighbours.

Time—pioneer days of Manitoba

Weather change—“whittling”, “cutting geranium slips” (para. 14), “real old-fashioned party” (para. 15)

Dan whittling and talking; John mending boots in parlour; a dozen children from surrounding farms coming for Hallowe’en party (para. 15)

“You see, we are Jewish, and I have suffered because of it.” (para. 28)

“...things were different—the songs, the food, the people.” (para. 31)

“riding home” “coloured streamers, and grinning jack o’lanterns” (para. 36)

Marks will be awarded for content and written expression. Refer to the Holistic Scale on pages 9 and 10 of this key.

PART D: ORIGINAL COMPOSITION

Value: 24 marks

Suggested Time: 45 minutes

INSTRUCTIONS: Using standard English, write a coherent, unified, multi-paragraph composition of approximately 300 words on the **topic** below. In your composition, you may apply any effective and appropriate method of development which includes **any combination** of exposition, persuasion, description, and narration.

Use the page headed **Organization and Planning** for your rough work. Write your composition in **ink** on the pages headed **Finished Work**.

4. Write a multi-paragraph composition on the topic below. Your response may draw upon any aspect of your life: your reading, your own experiences, the experiences of others, and so on.

Topic:

Keeping an open mind allows for growth.

SCORING GUIDE FOR ORIGINAL COMPOSITION (PART D)

A composition may apply any effective and appropriate method of development which includes **any combination** of exposition, persuasion, description, and narration. **No one form of writing should be considered superior to another. Compositions that are not multi-paragraph will be deducted one scale point.**

6

The 6 paper meets all the criteria for a 5 paper, and it is superior and/or exceptionally engaging. In addition, the paper may draw upon any number of factors: maturity of style, effectiveness of argument, use of literary and/or rhetorical devices, depth of discussion, sophistication of wit, or quality of imagination.

5

The 5 paper is an example of proficient writing. It displays some manipulation of language to achieve a desired effect. It exhibits a strong voice and clear sense of audience. Content is thoughtful and interesting. Any errors which are present do not detract from the reader's understanding. Vocabulary and sentence structure are varied and serve the author's purpose successfully.

4

The 4 paper is clearly adequate. The prose is able to convey the writer's ideas, but without flair or strong control. Diction and syntax are usually appropriate, but lack variety. Structure, regardless of type, is predictable and relatively mechanical. The reader has a clear sense of the writer's purpose, but is not engaged by the prose. Conventions of language are usually followed, but the reader is aware of errors.

3

The 3 paper is barely adequate. The paper features underdeveloped paragraphs. Transition may be weak or absent. Support for obvious and simplistic ideas is frequently in the form of listed details. Little variety in diction and sentence structure is discernible. Although the reader may be aware of some purpose, errors impede the fluency of the paper.

2

The 2 paper shows familiarity with common spoken language in casual conversation or in the writing of one not fully conversant with the language. It sustains a subject focus with some unity of direction. Underdeveloped ideas are simply and/or awkwardly expressed, as they might be in casual conversation. The paper reflects little knowledge of the conventions of language; errors are frequent and rudimentary. The reader can perceive meaning and detect a purpose emerging.

1

The 1 paper is compromised by its brevity and its deficiency of composition, content, diction, syntax, structure, voice and conventions of language as to render its meaning/purpose almost unintelligible.

0

A paper with less than a complete sentence, or written in verse, or a paper manifesting an achievement less than outlined in scale point 1.

NR

A blank paper with no response given.

END OF KEY