

English 12
August 2000 Provincial Examination
ANSWER KEY / SCORING GUIDE

- Topics:**
1. Editing and Proofreading 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.	B	2	U	1
2.	D	1	K	1	15.	B	2	K	1
3.	C	1	K	1	16.	B	2	U	1
4.	B	1	K	1	17.	C	2	K	1
5.	B	1	K	1	18.	A	2	U	1
6.	B	1	K	1	19.	B	2	K	1
7.	C	1	K	1	20.	A	2	U	1
8.	B	1	K	1	21.	B	2	U	1
9.	B	1	K	1	22.	B	2	U	1
10.	A	1	K	1	23.	D	2	K	1
11.	C	2	U	1	24.	D	2	K	1
12.	A	2	K	1	25.	C	2	K	1
13.	D	2	K	1					

Multiple Choice = 25 marks

Written Response

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

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.

(Paragraph, specific to the text, will be inserted here after selection of exemplars.)

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 meagre 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

Isolate

(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. “The only child” is different from other children. In paragraph form and with reference to the poem, discuss the personality and behaviour of “the only child” in this poem. **(12 marks)**

Suggestions Regarding Response:

CHARACTER	REFERENCE
lonely	“To find direction / the only child creates a web of action” (lines 1 and 2)
manipulative	“pulling them in, to play / new, unknown games” (lines 3 and 4) “holding them all intent” (line 13)
egocentric	wants to be the leader—“making herself a centre” (line 5)
inventive / imaginative	“she thinks of a new way / of charming them: some twist / to <i>Hide and Seek</i> they’d never thought of” (lines 7 to 9)
directive	makes up games (lines 8 to 9) and tells others what to do (lines 12 to 15)
not connected with others	“She stands alone...” (line 26)

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

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.

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.

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 meagre 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.

PART C: PROSE

Awakening

(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**

- 2a. Often conflict results when a parent’s aspirations for a child differ from the child’s own dreams. In multi-paragraph form and with reference to the passage, discuss how the father’s dreams for Isaac create conflict. **(24 marks)**

Suggestions Regarding Response:

CONFLICT

Isaac and his father—Isaac does not share his father’s enthusiasm for the violin

Isaac and Zagursky—Isaac, who knows he has no talent, is forced upon Zagursky.

Grandmother and Isaac’s father

REFERENCE

- **The father wants the “wealth” or “fame”.** (para. 2)
- **Isaac knows he has no talent: “The sounds dripped from my fiddle like iron filings”.** (para. 2)
- **Isaac prefers reading and writing—“Page after page I devoured as I deedled away”.** (para. 3)
- **The father is devastated that Isaac has not been learning music.** (para. 27 to 33)
- **The father cannot accept Isaac’s disobedience.** (para. 28)
- **There is no attempt at discussion: “My father was hurling his whole body against [the door]”.** (para. 29)
- **Isaac wants to run away to escape his father’s dream, and to pursue his own: “Aunt Bobka held me firmly by the hand so that I shouldn’t run away. She was right to.”** (para. 35)
- **“he had the devil of a time with me”** (para. 2)
- **“Zagursky, my music teacher, was advancing...”** (para. 26); **“More than three months had elapsed since the day when my violin had grounded on the sand by the breakwater.”** (para. 26)
- **“Father’s mother came over, alerted by the hubbub.”** (para. 31)
- **“ ‘I do not wish to see blood in our house.’ ”** (para. 32)
- **“Aunt Bobka took me to grandmother’s.”** (para. 34)

- Father and the other family members**
- **“The women were weeping.” (para. 27)**
 - **“The women were rolling about on the floor, grasping father by the legs.” (para. 31)**
 - **“Aunt Bobka held me firmly by the hand so that I shouldn’t run away.” (para. 35)**

Note to Markers: Students may explore Isaac’s internal conflicts as well.

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.**

2b. As the title suggests, an “awakening” is an increasing awareness of one’s self. In multi-paragraph form and with reference to the passage, discuss Isaac’s awakening. (24 marks)

Suggestions Regarding Response:

REALIZATION

REFERENCE

Isaac realizes he has no talent for the violin.

- “he had the devil of a time with me, for with me there was nothing to be done.” (para. 2); “causing even me excruciating agony” (para. 2)

He realizes he has other interests: reading and writing.

- “But what went on in my head was quite different.” (para. 3)
- “Page after page I devoured...” (para. 3)
- “at night I would commit them to paper.” (para. 3)

Isaac was looking for an escape from his music lessons.

- “So began my liberation.” (para. 6)
- “To learn to swim was my dream.” (para. 7)

Isaac learns that there are impediments to his goals.

- “I should simply never learn to swim” (para. 8)
- “ ‘Where am I to find someone who will tell me about the way birds sing...?’ ” (para. 25)

Isaac realizes he needs to learn more and seeks people who support his dream.

- “I came to love that man...” (para. 8)
- “ ‘I was sure you did a bit of scribbling’ ” (para. 12)
- Nikitich teaches him to be a careful observer: “ ‘What you lack is a feeling for nature.’ ” (para. 16)

Isaac is determined to pursue his dream.

- Even after the scene with his father, Isaac still tries to observe nature. “What bird was it?” (para. 34)
- “She was right to.” (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.

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**.

3. 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:

Taking charge of your own life is worthwhile.

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