

English 12  
November 2000 Provincial Examination  
**ANSWER KEY / SCORING GUIDE**

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- Topics:**
1. Editing, Proofreading and Comprehension Skills
  2. Interpretation of Literature
  3. Original Composition

**Multiple Choice**

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

**Multiple Choice = 30 marks**

## Written Response

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

**Written Response = 60 marks**

Multiple Choice = 30  
Written Response = 60  
**EXAMINATION TOTAL = 90 marks**

### **LEGEND:**

<b>Q</b> = Question Number	<b>C</b> = Cognitive Level	<b>T</b> = Topic
<b>K</b> = Keyed Response	<b>S</b> = Score	<b>B</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.**

Upper level papers grasp an understanding of the poet’s **use** of personification as well as identify appropriate examples. The papers tackle both tasks in the topic in an engaging and thoughtful way. Some of these papers show insight above and beyond what is suggested on the key. For example, these papers may deal with the speaker’s relationship with the November sun.

Mid range papers are able to identify examples of personification and often superficially deal with the poet’s use of this device. The 3 papers tend to simply deal with the personification task in the question (missing the task defined by the topic to deal with the poet’s use of this device).

Low range papers show significant misunderstanding of the poem and/or the task required by the question. Deficiencies in language seriously impede these papers.

## **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

### November Sun

(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. In paragraph form and with reference to the poem, discuss the poet's use of personification. (12 marks)

#### Suggestions Regarding Response:

The poet personifies the November sun to suggest the coldness, harshness and darkness of the month of November.

- The sun is so low on the horizon, it “can’t find its way / to me” (lines 1 and 2); “It slants around / and dives” (line 3). The November sun is characterized as a person seeking out the speaker.
- The sun is reflected and refracted off the snow and “leaps off a house / horizon” (lines 7 and 8). It is like a reckless adventurer in its quest.
- The sun is not as strong or enveloping. “It can’t / take me in its arms” (lines 10 and 11). The November sun is not the warm intimate lover that the summer sun is.
- The sun literally and figuratively “turned its back” on the speaker so days are shorter and darker—“It is fiercely forgetting / where I am, turning its hot face / to the bodies of the South” (lines 14 to 16).
- Even though they try, the baubles cannot take the place of the sun; “and all our baubles / do not turn the dark around” (lines 19 and 20).
- Without the sun, life withers, atrophies or dies. “Hearts grow stiff here / or die hardy” (lines 25 and 26).
- November has a cold heart and earth dies, withers. “November’s sun is cold / and the earth grows colder” (lines 33 to 34).

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 2A

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.**

Upper level papers come to terms with the concept of values, understating that the characters' actions reflect these values. The contrast is nicely integrated and supports a thesis based on values.

Middle level papers tend to list, often dealing with likes and dislikes, making a very tenuous connection to values. The contrast is recognized but with little sophistication.

Lower level papers focus on likes and dislikes missing the concept of values. They also miss the elements of contrast.

## **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

### Nature Lessons

(pages 2 to 4 in the **Readings Booklet**)

**INSTRUCTIONS:** Choose **one** of the following two topics and write a multi-paragraph essay 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.

2a. The values of Marco, the father, are different from those of his daughter Mary.

In multi-paragraph essay form and with reference to the story, discuss this contrast in values.

**(24 marks)**

#### **Suggestions Regarding Response:**

##### **MARCO (FATHER):**

- The father values nature and what it has to offer. He values self-sufficiency.

##### **REFERENCES:**

- values “God’s other creatures” (para. 1)
- values nature: “watched the sky deepen...dark” (para. 2)
- living off the land (para. 10)
- producing one’s own meals (para. 12 and 13)
- likes natural food “Moosemeat’s too much of a delicacy...” (para. 13)
- “I’ll show you some real orcas”: in nature (para. 27)
- He focuses on the closeness and affection with his daughter. (para. 36)

##### **MARY (DAUGHTER):**

- Mary is more attuned to city life and its commercial, packaged amenities.

##### **REFERENCES:**

- “couldn’t seem to hold her attention with...flowers...porcupines” (para. 15)
- “content enough to curl up inside with her tapes or the radio” (para. 11)
- “ ‘I like her glasses.’ ”—interested in fashion and modern things (para. 16)
- commercial sources of food: Pizza Hut (para. 12 and 13)
- “a big glass of Pepsi” (para. 14)
- “ ‘I want one butter pecan...’ ” (para. 20)
- does not like wild meat; “I like pepperoni the best.” (para. 14)
- going to Sea World; “preferred to see the [whales] in tanks” (para. 26 and 27)
- distracted by city sights from attention to father (para. 35 and 36)

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 2B

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.**

Upper level papers recognized the process by which the father attempts to forge a closer relationship rather than only listing specific examples. These students established a thesis and supported it, recognizing the subtle gestures, particularly at the end.

Middle level papers tended to list the obvious steps the father takes and then reach simplistic conclusions.

Lower level papers did not recognize that the relationship had improved indicating the father’s success. These papers reflected the misreading of sections of the text.

## **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.

- 2b. The father desires a closer relationship with his daughter. In multi-paragraph essay form and with reference to the story, discuss the steps he takes and the degree of success he achieves in forming this relationship. (24 marks)

**Suggestions Regarding Response:**

**Steps to a Closer Relationship:**

- **He is careful about his actions and their effect on her: “He’d scared her once today... He couldn’t risk it again.” (para. 2)**
- **He calls her by her full name as a token of affection. (para. 4 and 6)**
- **He makes moosemeat pizza with her to share something he believes to be special with her. (para. 9)**
- **He takes her hiking, fishing, collecting edible plants; they cut wood together. (para. 10 and 11)**
- **He tried to get her to share his interest in nature. (para. 15)**
- **He takes her for ice cream to please her. (para. 18)**
- **He asks her what she will tell people about her visit with him to determine his success. (para. 27)**

**Degree of Success:**

- **Though she “never complained...she never embraced anything they did with any degree of enthusiasm.” (para. 11)**
- **She prefers “store-bought” food to wild, and commercial displays of animals (“Sea World”) to natural settings. (para. 12 and 26)**
- **He wanted to share his value of the woods and the creatures in them with her, but he “never saw another owl, one to share with her.” (para. 15)**
- **He is learning that some people prefer to see captive orcas and refrains from pressing her on this issue. (para. 27)**
- **Although she does not share her father’s enthusiasm for life in the woods, she does take on “some of the tempo and character of the bush.” (para. 9) In addition, she shows that he has made some gains in getting closer to her when she says, “ ‘I’ll say I was with my dad.’ ” (para. 35)**

The exemplars will provide sample responses.

**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: 40 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. In addressing the **topic**, you may draw support from the pictures below, the experiences of others, or upon any aspect of your life: your reading, your own experiences, and so on.

**Topic:**

**Adapting to new situations in life is essential.**



## 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 so 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**