

English 12  
April 2001 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**

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

**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.**

Higher level papers recognize the complete metaphor and trace its various stages. These students support the nature of the journey with both explicit and implicit references to the text.

Middle level papers tend to recognize the journey of life, but references to the poem are tenuous.

Lower level papers tend to deal with one or two points of comparison but do not recognize the complete metaphor.

## **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

### To the Foot from Its Child (pages 2 and 3 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 how the journey of the child's foot in the poem is similar to the journey of life. **(12 marks)**

#### Suggestions Regarding Response:

##### Stage of Life:

##### I. Childhood

###### DISCUSSION:

- It lacks awareness.
- There are unlimited possibilities.
- The foot has an optimistic view of life.

###### REFERENCE:

- “not yet aware it's a foot” (line 1)
- “would like to be a butterfly...” (line 2)
- “These soft nails...the tiny, petalled toes of the child” (lines 17, 21)

##### II. Experiencing Reality

###### DISCUSSION:

- It begins to experience the harshness and pain of life.
- The foot becomes aware of its role in the same way that people become aware of their role in life.
- It adapts and copes.

###### REFERENCE:

- “...stones and bits of glass, / streets, ladders, / and the paths in the rough earth” (lines 3–5)
- “condemned to live in a shoe.” (line 12)
- “...in that dark, / it grows to know the world...” (lines 13–14)

##### III. Maturity

###### DISCUSSION:

- The foot is hardened to reality; it becomes calloused, as people do, both physically and emotionally.
- It becomes less open to new experiences.
- It comes to appreciate mortality.
- It gets trapped in the routines of everyday life; becomes less capable of enjoyment; life is difficult in every walk of life.

###### REFERENCE:

- “grow hard, and change themselves / into opaque substance, hard as horn,” (lines 19–20)
- “take on the form of eyeless reptiles” (line 23)
- “...faint volcanoes of death,” (line 27)
- “...without respite...through fields, mines...it walks, they walk, / until the whole man chooses to stop.” (lines 30–46)

#### **IV. Death and Rebirth**

**DISCUSSION:**

- **The foot is buried, but revisits possibilities for itself, just as some people consider the possibility of an afterlife.**

**REFERENCE:**

**“...descended / underground,...” (lines 47–48)**

**“...so that it could fly / or so that it could become / an apple.” (lines 51–53)**

**The exemplars will provide sample responses.**

<p><b>Marks will be awarded for content and written expression. Refer to the Holistic Scale on pages 3 and 4 of this key.</b></p>
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## 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.**

Higher level papers recognized the apparent contradiction in character. These students acknowledge that Miss Schwartz is normally a prudent and practical person who indulges in one impulsive, criminal act. Not all upper level papers see Miss Schwartz as a sympathetic character.

Middle level papers tend to list character traits and find supporting examples but lack insight.

Lower level papers are either underdeveloped or focus on plot without recognizing the qualities of character. These students do not have the vocabulary to analyze character.

## **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**

**A Wedding-Dress**

(pages 4 to 6 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. **Value: 24 marks**

- 2a. In multi-paragraph essay form and with reference to the story, discuss the character of Miss Schwartz. **(24 marks)**

**Suggestions Regarding Response:**

<b>CHARACTERISTIC</b>	<b>REFERENCE</b>
• She is patient / naive / dull.	“For fifteen years Miss Lena Schwartz had waited for Sam Hilton...” (para. 1)
• She is lonely; desperate for attention.	She quits her job and moves away. “...and marry Sam as soon as possible.” (para. 3)
• She is practical.	The dress must be “serviceable”. (para. 4)
• She is a dreamer; has lived an unexciting life.	“...had never paid so much for a dress, but Sam liked something fancy.” (para. 9)
• She can be impulsive.	She steals the dress. (para. 11)
• She lacks self-esteem.	She feels unworthy now of Sam. (para. 12)
• She has a conscience.	She “could not think clearly.” (para. 11) “...like something wicked.” (para. 15)
• She is somewhat disassociated from herself and from reality.	She steals the dress as though out of control of herself. (para. 11) She put the dress on “to feel that it belonged to her.” (para. 13)
• She is proud.	“...she felt strong and resentful.” (para. 25) She “stood up in her dress.” (para. 32)
• She has misperceptions about herself.	She perceives herself as a woman of some class, but the “Crown attorney seemed to find Miss Schwartz amusing.” (para. 30)

The exemplars will provide sample responses.

**Marks will be awarded for content and written expression. Refer to the Holistic Scale on pages 7 and 8 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.**

Higher level papers recognize the variety and complexity of the conflicts throughout the story. They also may have acknowledged the subtlety of the final resolution.

Middle level papers identify the kinds of conflict—woman versus herself, for example—and then list examples to support this superficial approach.

Lower level papers tend to focus on plot without appreciating the role conflict plays as a unifying device.

## **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. In multi-paragraph essay form and with reference to the story, discuss the element of conflict in the story. (24 marks)

**Suggestions Regarding Response:**

<b>CONFLICT</b>	<b>REFERENCE</b>
<b>There is a conflict between Miss Schwartz and the salesgirl.</b>	<b>The girl is rude to her. (para. 10)</b>
<b>Miss Schwartz is in a conflicting situation of wanting something special for her wedding, but she can't afford it.</b>	<b>The dresses cost too much. (para. 9, 11)</b>
<b>She is in a dilemma of possibly losing Sam, and the guilt of having stolen the dress.</b>	<b>“...Sam seemed to have become something remote.... She would have gone back with the dress but did not know how to go about it.” (para. 12)</b>
<b>There is an internal conflict about the dress.</b>	<b>She believes she must put it on to make it hers. (para. 13)</b>
<b>She is in conflict with the various authorities.</b>	<b>They see her as a foolish old maid. (para. 20, 21, 24, 30)</b>
<b>There is an inner conflict between reality and her idea of herself.</b>	<b>“Miss Schwartz could not think about being in the cell.” (para. 22)</b> <b>“Everybody looked at her, the dress too short...” (para. 28)</b>
<b>She resents being in the position of having been arrested; she sees herself as above this.</b>	<b>“...she felt strong and resentful.” (para. 25)</b>
<b>There is conflict within Sam.</b>	<b>He almost cries. (para. 25)</b> <b>“Sam haltingly explained that she was a good woman....” (para. 30)</b>
<b>There is implied conflict between Sam and Miss Schwartz, and situational conflict about the wedding.</b>	<b>Instead of a joyous occasion, the wedding will be “quiet”. (para. 32)</b>

The exemplars will provide sample responses.

**Marks will be awarded for content and written expression.  
Refer to the Holistic Scale on pages 10 and 11 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 from any aspect of your life: your reading, your own experiences, and so on.

**Topic:**

**It is important to have a realistic view of life.**



## 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**