

English 12
November 2001 Provincial Examination
ANSWER KEY / SCORING GUIDE

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

Multiple Choice

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

Multiple Choice = 30 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 = 30
Written Response = 60
EXAMINATION TOTAL = 90 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.

High papers focus effectively on the symbol of horses providing insightful analysis and focusing on the text for support.

Mid-level papers tend to list examples of possible symbolic meanings of the horses. Text reference is appropriate but mechanical.

Low-level papers may misinterpret the symbol of the horses. (Example—the horses symbolize the soldiers or armaments.) These papers may discuss symbolism without reference to the horses or without clearly understanding the term.

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

The Horses

(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. The poet uses the horses symbolically in his poem. In paragraph form and with reference to the poem, discuss this symbolism. **(12 marks)**

Suggestions Regarding Response:

SYMBOLISM

REFERENCE

- **The horses foreshadow an awakening.** “Barely a twelvemonth after / The seven days war that put the world to sleep, / Late in the evening the strange horses came.” (l. 1–3)
- **They represent a forgotten lifestyle.**
- **The sounds the horses make represent the approach of a new way of living.** “We heard a distant tapping on the road, / A deepening drumming; it stopped, went on again / And at the corner changed to hollow thunder.” (lines 33–35)
- **The horses represent a fear of change, and a fear of coming to terms with what they have done.** “We saw the heads / Like a wild wave charging and were afraid.” (l. 36–37)
- **The horses represent past mistakes that led to the destruction of the technological world.** “We had sold our horses in our fathers’ time / To buy new tractors. Now they were strange to us” (l. 38–39)
- **The horses represent legend; the people have forgotten the old lifestyle.** “To buy new tractors. Now they were strange to us / As fabulous steeds set on an ancient shield / Or illustrations in a book of knights.” (l. 39–41)
- **The horses represent a mystical relationship between man and nature.** “We did not dare go near them. Yet they waited, / Stubborn and shy, as if they had been sent / By an old command to find our whereabouts / And that long-lost archaic companionship.” (l. 42–45)
- **They represent the failure of technology and the triumph of nature.**
- **They symbolize a second chance, a chance to recover; a chance to fix the broken world. They symbolize hope.** “In the first moment we had never a thought / That they were creatures to be owned and used. / Among them were some half-a-dozen colts / Dropped in some wilderness of the broken world, / Yet new as if they had come from their own Eden.”(l. 46–50)
“Our life is changed; their coming our beginning.” (l. 53)
- **They represent forgiveness.** “But that free servitude still can pierce our hearts.” (l. 52)

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.

High-level papers tend to cite many examples from the text using the entire work as a source. Higher-level papers tend to appreciate the subtlety of the ending (and Gene’s experience as a whole).

Mid-level papers tend to list examples, which support their thesis. The papers demonstrate adequate understanding of the plot at a literal level but do not synthesize the individual examples of “going along”.

Low-level papers tend to misread the text. For example, they may misunderstand the title “Go lone” rather than “along”. These papers may simply re-tell the story rather than address the question.

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

I Go Along

(pages 4 to 7 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. The title of this story can be interpreted in a number of ways. In multi-paragraph essay form and with reference to the story, explain how the title relates to the story. **(24 marks)**

Suggestions Regarding Response:

- Mrs. Tibbetts goes along with the stereotypes for the two English classes. (para. 5–8)
- Gene raises his hand without thinking, going along with the class. (para. 9)
- He shows up but doesn't know why. (para. 12)
- He is going along on the bus, even though he states that he does not want to. (para. 15)
- He adopts the pose of “being cool”. (para. 18–19)
- Sharon Willis has the courage not to go along with her friends. (para. 27–28)
- He thinks about staying on the bus, but instead goes to the reading. (para. 29)
- He is being pulled along without making his own decision: He is “naturally here”. (para. 33)
- He makes assumptions about every experience: he has adopted the persona/attitude of a slow student. (para. 34)
- He reacts positively to some of the poetry. (para. 41)
- He returns to his earlier attitude as a member of the weaker class. He claims to dismiss the experience. (para. 53–55, 58)
- He returns to his comfort zone, though he is thinking about changing. It is implied that he may “go along” with Sharon’s suggestion. (para. 63)

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.

High-level papers tend to cite examples from the text as a whole. These papers may address the issues of conformity AND nonconformity.

Mid-level papers tend to list examples of characters conforming or not conforming to expectations.

Low-level papers tend to fail to understand the term “non-conformity”, focusing instead on plot events.

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 how the story explores the idea of nonconformity. (24 marks)

Suggestions Regarding Response:

- **Gene goes on the trip unlike the rest of his English class. (para. 12)**
- **He is defiant: “I’m not going to have any impressions” (para. 26)**
- **Sharon is nonconformist in selecting Gene as her bus seat partner and as her partner at the program. (para. 27, 31–32)**
- **Gene does not want to conform to the attitude of the Advanced English class. (para. 34)**
- **The poet is “not dressed like a poet”; young; no beard. (para. 35).**
- **The poet’s poetry is nonconformist in selecting his subject matter for his poetry. (para. 39–45)**
- **Gene will not conform to the idea of poetry being about ordinary things. (para. 49)**
- **Gene resists conforming to Sharon’s perception of him. (para. 56–60)**

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

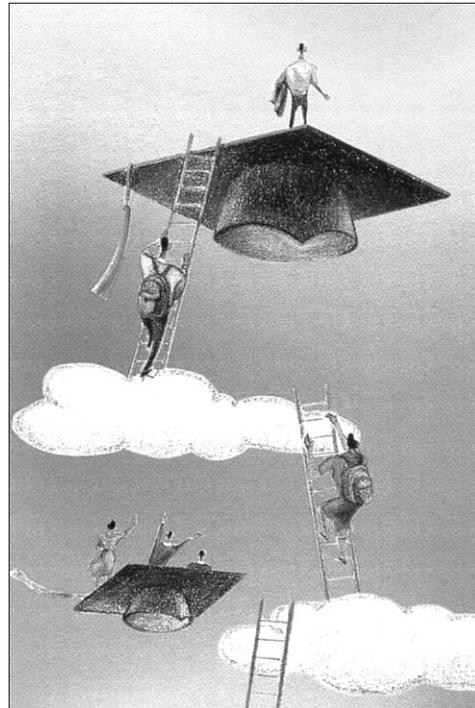
INSTRUCTIONS: Using standard English, write a coherent, unified, multi-paragraph composition of approximately **300 words** on the **topic** below. In your composition, you may apply any effective and appropriate method of development which includes **any combination** of exposition, persuasion, description,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

Topic:

Taking advantage of opportunities can be beneficial.



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