

English 12
April 2002 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.	A	K	1	2
2.	A	K	1	1	17.	C	K	1	2
3.	C	K	1	1	18.	D	K	1	2
4.	B	K	1	1	19.	A	U	1	2
5.	D	K	1	1	20.	D	U	1	2
6.	B	K	1	1	21.	D	U	1	2
7.	B	K	1	1	22.	A	K	1	2
8.	A	K	1	1	23.	C	K	1	2
9.	B	K	1	1	24.	B	U	1	2
10.	B	K	1	1	25.	D	U	1	2
11.	C	K	1	1	26.	C	K	1	2
12.	B	K	1	1	27.	D	U	1	2
13.	D	U	1	1	28.	C	K	1	2
14.	A	K	1	2	29.	A	U	1	2
15.	B	U	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
K = Keyed Response

C = Cognitive Level
S = Score

T = Topic
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-level papers articulate a theme and develop it with effective use of the text. Some papers started off slowly but finished with significant poise and insight.

Mid-range papers tend to state a plausible theme but develop it incompletely, often by listing quotations which while relevant are all too often poorly integrated.

Low-level papers tend to have difficulty stating a major theme lucidly. Ideas are underdeveloped or supported with poorly integrated quotations.

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
Beyond the Snow Belt
(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 a major theme presented by the poet.
(12 marks)

Suggestions Regarding Response:

Isolation

Physical distance diminishes the connection between communities.

- **The speaker cannot be concerned with events that occur far away. (l. 10–11)**
- **It is easy to forget events, even involving death, when they occur far away. (l. 13–14)**

Duality of nature

What is welcome for some is a disaster for others.

- **In the speaker's environment children enjoy the snow, and the citizens cheerfully do their chores. (l. 4–8)**
- **Two counties north, the snow has resulted in death. (l. 10)**

Indifference

We are not touched by tragedy unless it concerns us.

- **There is a realistic recognition of what human nature is like. (l. 9–10)**
- **The people of the speaker's environment are indifferent to the disasters of others far away. (l. 13–14)**
- **If it's not close to us, we're not affected by it. (l. 18–19)**
- **If people are unknown to us, we are indifferent to them. (l. 20–22)**

This list is not exhaustive.

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.

The high-level papers clearly understand what symbolism is. The writer is able to explore one aspect of symbolism in great depth. There is a good understanding and an ability to find and discuss more subtle symbols. In addition, there may be an understanding that the symbolism contributes to something else, such as theme.

The mid-range papers tend to list a number of symbols mechanically. They are able to discuss the symbol with supporting references, but there is a lack of sophistication in expression. These papers tend to identify the symbolism and provide an example.

The low-level papers tend to either misread the text or not understand what symbolism is. Some students discuss symbols that aren’t actually supported by the text. In addition, some low-level papers tend to simply summarize the plot, instead of analyzing the symbols.

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

The Shoemaker (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. In multi-paragraph essay form and with reference to the story, discuss **the author's** use of symbolism. **(24 marks)**

Suggestions Regarding Response:

Shoemaker: represents a time of innocence, fantasy, element of magic (para. 1–3)

Attic: represents a fantasy world, place of mystery (para. 2–3)

Shoes: represent wonder, hope, confidence, renewal (various references)

Hiroshima / atomic bomb: represents an outside reality, the end of innocence for most, but also a reluctance on the part of the narrator to accept the reality of a changing world. (para. 18–23)

Mother / older boy: represent a sense of adult reality, practicality, perhaps cynicism. (para. 6, 17, 18)

The boy himself: represents a time of innocence, imagination. (various references)

This list is not exhaustive.

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.

The high-level papers have an exceptional understanding of contrast. These papers go beyond the “imagination versus reality” contrast and tend to discuss the story as a whole, rather than as a chronology of events. In addition, these papers may show how contrast contributes to something else, such as theme.

The mid-range paper focusses predominantly on the boy’s fantasy world versus the real world. There is a basic understanding of the text, but only a superficial discussion of contrast. These papers are mechanical in the presentation of ideas. They tend to identify the contrast and provide examples.

The low-level papers fail to understand the idea of contrast or discuss it in a way that is not meaningful to the text. They may discuss contrasts in the story without discussing the author’s use of it.

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 author's** use of contrast. **(24 marks)**

Suggestions Regarding Response:

- **The physical disability of the shoemaker is in contrast to his skills.**
- **The physical disability of the shoemaker is in contrast to the youth and agility of the boy.**
- **The old shoemaker represents a simpler time, and the bomb at Hiroshima represents technological complexity.**
- **The shoemaker creates things; the bomb destroys things.**
- **The contrast between fantasy and reality is represented by**
 - the boy's belief that he can fly;**
 - the boy's belief that his mother has lied to him;**
 - the boy's belief that the old shoemaker repaired his shoes, not the new one.**
- **The story that created so much delight for the boy later comes "to haunt his memory."**
- **There is a contrast between what was important to the boy and what was important to the man.**
- **There is a contrast between innocence and experience.**
 - The older boy disbelieves the boy's story about his shoes, but the younger ones believe him.**
 - The mother claimed the new shoemaker fixed the shoes; the boy believed the old shoemaker did.**
- **There is a contrast between the classes. (para. 9)**

This list is not exhaustive.

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:

Sometimes people are unable to control the directions their lives take.



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