

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

Higher level papers often explore a variety of symbols relating to the speaker and/or nature.

Middle level papers tend to focus on a single symbol (often love); this symbol is often simplistically and/or imprecisely developed.

Lower level papers often illustrate a misreading of the poem or one so rudimentary as to be inaccurate (e.g., the mugs symbolize whales, or the earth).

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

Taking Earth Inland

(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 symbolism of the mugs.
(12 marks)

Suggestions Regarding Response:

durability/endurance—“solid-bottomed chunks of earth” (line 22)

spirit of the ocean—“...hissing like whales / rising for breath...choosing” (lines 25–30)

transformation—“like handfuls of bread” (line 23); “one departs / with rhythms beyond one’s choosing” (lines 29–30)

indestructibility—“These are indestructible,’ he boasts,” (line 31); “imperishable among the fractured debris.” (line 36); “and they *have* proved durable” (line 38)

love—“hands circling mug tough as waterproof love” (line 46)

shared memory and experience—“...your eyes lifting from a book / to fill with sea light as you drink” (line 44–45)

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.

Higher level papers exhibit an understanding that the selection is a memoir and not fiction and use the appropriate language. These papers recognize the complexity of the speaker and her contradictory and evolving nature.

Middle level papers may list characteristics but not develop them fully or may concentrate on a single personality trait.

Lower level papers are similar to mid-level papers in content, but lists are even more skeletal and descriptions of single traits less developed.

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

My Last Hollywood Script (pages 2 to 5 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 passage, discuss the personality of the writer, Anzia Yeziarska. **(24 marks)**

Suggestions Regarding Response:

- She feels insecure at times. (para. 1–2, 24)
- She is assertive, showing her quick changeability. (para. 5)
- She is judgmental, patronizing, arrogant. (para. 4, 7, 22)
- She is caring. (para. 5, 7, 24)
- She is stubborn, determined, focussed. (para. 11)
- She is resilient. (para. 13)
- She is dramatic. (para. 13)
- She could be ruthless on her path to achieving her goal, and selfish. (para. 14–22)
- She is passionate. (para. 14, 22, 34)
- She is full of self-pity; egocentric. (para. 16–22)
- She has self-doubt. (para. 24)
- She is reflective. (para. 24–26)

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.

Higher level papers contain a well articulated theme or themes developed with appropriate and thoroughly integrated references to the text.

Middle level papers tend to present a theme or a list of themes without full development.

Lower level papers tend to discuss plot more than theme and/or slip into a discussion of personality without implicit or explicit reference to 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. In multi-paragraph essay form and with reference to the passage, discuss a theme or themes presented in Yeziarska's essay. **(24 marks)**

Suggestions Regarding Response:

Theme 1: Success may come at a cost.

- She has endured hardship to achieve her goals. (para. 4)
- She became a writer in spite of the discouragement of her teacher. (para. 9 to 11)
- She had to be "stronger than death" to achieve success as a writer. (para. 13)
- She even stole food from her sister's children. (para. 21)

Theme 2: Appearances may be deceptive.

- She appears to her audience to be the picture of success, and she assumes that her audience is happy. (para. 1)
- She envies the girls. (para. 4)
- She learns that some of the girls suffered hardship as well. (para. 29–30)
- She envies the girls, assuming they had privilege. (para. 33)

Theme 3: Certain experiences can be life altering.

- The teacher's comments motivate her. (para. 9–10)
- She becomes wealthy yet realizes the irony of her position. (para. 24)
- After the speech she feels humbled. (para. 32)
- She feels renewed by their youth. (para. 34)

Theme 4: A creative person may be self-centred in his or her drive to create.

- She is prepared to see children go hungry for her art. (para. 22)
- She compares herself to an exploitative boss. (para. 24)
- She has been blind to her own egotism. (para. 23, 32)

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:

Forming meaningful connections enriches lives.

