

English 12  
November 2002 Provincial Examination  
**ANSWER KEY / SCORING GUIDE**

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

**Multiple Choice**

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

**Multiple Choice = 27 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 = 27  
Written Response = 60  
**EXAMINATION TOTAL = 87 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-level papers tend to deal with the entire poem and to focus their analysis around the related images. These papers often contain references to techniques (e.g. imagery) in the response.

Mid-level papers tend to establish the connection between the speaker’s past and present reality. These papers may contain slight misreadings, yet display an overall understanding of the poem. These papers may also emphasize the first stanza and neglect (relatively) the rest of the poem.

Low-level papers tend to contain a significant misreading of the poem. (e.g. The narrator did not like the Arctic.)

## **6 Answer**

The six response is superior and may draw upon any number of factors such as effectiveness of argument and level of insight. The six response exhibits an effective writing style and a sophisticated use of language. Despite its clarity and precision, this response need not be error-free.

## **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 command 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. The student demonstrates limited 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**

The one response compounds the problems of the two response. These responses are often noticeably weaker; there is a serious lack of control in the writing. The marker may wonder, at times, what the writer is trying to say.

## **0 Answer**

The zero response reflects a complete misunderstanding of the poem and/or the task, is written in verse, is off-topic, or is a restatement of the question.

\*Any zero paper must be cleared by the section leader.

## **NR**

A blank paper with no response given.

## **PART B: POETRY**

### **What I Have Left is Imagining** (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 narrator's attitudes towards the Arctic. **(12 marks)**

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

- **She feels her connection to the Arctic is slipping away. She exhibits a sense of loss and regret. (stanza 1)**
- **She yearns for the Arctic; she is conflicted. (stanza 2)**
- **She connects to her cultural heritage and to the traditions of the region. (stanzas 2 and 3)**
- **She found what it meant to be Métis. (stanza 3)**
- **She feels satisfaction in discovering her Métis roots. (stanza 3)**
- **She was more comfortable and more familiar with the Arctic than with any other location. (stanza 4)**
- **She connects to the features of the setting. (stanza 4)**
- **She misses her ancestral (Aboriginal) languages. (stanza 5)**
- **Although she has spent much of her life elsewhere, she feels a stronger attachment to the Arctic setting; repetition of "I used to live in the arctic" (all stanzas) indicates her attachment.**

**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.**

High-level papers contain a direct link between the volcano and Julia’s emotional state. These papers articulate the seriousness of Julia’s circumstances and may explore the indeterminate nature of the ending. High-level papers contain recognition of *various* points of comparison between the volcano and Julia, Julia’s life, and Julia’s relationships with her family, rather than focusing on just the buildup of pressure.

Mid-level papers tend to contain a comparison of the darkness of the landscape to the psychological state of depression. The symbolism in these papers may be limited to Julia’s feelings or to obvious aspects of her relationship with Dave and her children. Although some of these papers may have contained a slight misdirection, the misread is not so significant as to affect the focus of the paper.

Low-level papers may contain repetition that centers on the darkness of the landscape or are simply a retelling of plot. A number of papers demonstrated a misread so severe (i.e. the death of Julia) that their lack of comprehension was obvious.

**Essays that are not multi-paragraph, (three or more paragraphs), or have fewer than 200 words will be deducted one scale point.**

### **6 Answer**

The six essay is superior and may draw upon any number of factors: depth of discussion, effectiveness of argument, or level of insight. This essay exhibits an effective writing style and a sophisticated use of language. Despite its clarity and precision, this essay need not be error-free.

### **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 essay is proficient. The essay reflects a strong command 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 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. The student demonstrates limited control over the conventions of language.

### **2 Answer**

The two essay reflects a significant misunderstanding of the prose 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 essays are often noticeably weaker; there is a serious lack of control in the writing. The marker may wonder, at times, what the writer is trying to say.

### **0 Answer**

The zero essay reflects a complete misunderstanding of the story and/or the task, is written in verse, is off-topic, or is a restatement of the question.

\*Any zero paper must be cleared by the section leader.

### **NR**

A blank paper with no response given.

## PART C: PROSE

### Volcano

(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. **Value: 24 marks**

- 2a. In multi-paragraph essay form and with reference to the story, discuss the volcano as a symbol.  
(24 marks)

#### Suggestions Regarding Response:

- The dark cloud of ash represents catastrophe coming her way. (para. 2)
- The volcano represents her isolation, which she has been feeling in relationship to her husband and children. (para. 4)
- “Blowing, belching” of the mountain (para. 14) is symbolic of the entire “purging” that is taking place within her; when Dave returns it may take place externally as well.
- As the landscape is obscured by volcanic ash, so her perception of Dave is obscured. (para. 17–18)
- The volcano represents yet another situation where she has to cope alone. (para. 22–24)
- The “volcano is bigger than both of us”: she cannot control her life just like the volcano is out of control. (para. 28)
- The action of the volcano represents the instability of her emotional state. (para. 30)
- The volcano represents a defining moment in her life; she has been pushed to the point of “eruption”. (para. 30)

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.**

High-level papers should identify the sense of isolation inherent in Julia’s situation and conclude that both the external circumstances and Julia’s reactions to it contribute to the atmosphere of the story. These papers may contain an exploration of the indeterminate nature of the ending.

Mid-level papers tend to focus on the grayness of the physical and emotional landscape. These papers may be a superficial chronological reading: “First it was sunny, then it was dark, then there was a bit of blue” with some connection to Julia’s emotional state. Papers may also focus on setting rather than atmosphere or mood.

Low-level papers may contain some confusion between the terms “atmosphere” and “setting”. Alternatively, they may contain descriptors from the Multiple Choice section (scared, panicked, suspenseful) as a substitute for identifying atmosphere. There are many examples of a plot re-telling only.

**Essays that are not multi-paragraph, (three or more paragraphs), or have fewer than 200 words will be deducted one scale point.**

### **6 Answer**

The six essay is superior and may draw upon any number of factors: depth of discussion, effectiveness of argument, or level of insight. This essay exhibits an effective writing style and a sophisticated use of language. Despite its clarity and precision, this essay need not be error-free.

### **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 essay is proficient. The essay reflects a strong command 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 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. The student demonstrates limited control over the conventions of language.

### **2 Answer**

The two essay reflects a significant misunderstanding of the prose 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 essays are often noticeably weaker; there is a serious lack of control in the writing. The marker may wonder, at times, what the writer is trying to say.

### **0 Answer**

The zero essay reflects a complete misunderstanding of the story and/or the task, is written in verse, is off-topic, or is a restatement of the question.

\*Any zero paper must be cleared by the section leader.

### **NR**

A blank paper with no response given.

- 2b. In multi-paragraph essay form and with reference to the story, discuss the atmosphere created by the author. (24 marks)

**Suggestions Regarding Response:**

- **There is a sense of foreboding in the “dark spot.” (para. 2)**
- **sense of devastation—“nuclear bomb” (para. 3)**
- **The environment becomes colourless and dirty—there is a feeling of impending doom. (para. 5)**
- **There is a sense of the monotony of her life previous to this event; the dreary monotony of Dave’s (and thus her) schedules. (para. 7)**
- **no power—increases the sense of isolation (para. 10)**
- **quiet, radio is silent—a sense of being in limbo, of uncertainty (para. 11–13)**
- **“...like a grainy newspaper photograph”—emphasizes the drabness of her existence; absence of life. (para. 17)**
- **“The air smelled like rotten eggs”—suggests the deterioration of her life as a whole. (para. 20)**
- **“...a sliver of blue”—may suggest a small hope in her life (para. 29) and a sense of her anticipation of change.**

**Or, may suggest an ironic disconnection between the clearing sky and her continued emotional turmoil.**

**\*Note—either interpretation is appropriate given the indeterminate ending.**

**This list is not exhaustive.**

**The exemplars will provide sample responses.**

<p><b>Marks will be awarded for content and written expression. Refer to the Holistic Scale on pages 9 and 10 of this key.</b></p>
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## 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** discussing 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 experiences of others or from any aspect of your life: your reading, your own experiences, and so on.

**Topic:**

**Challenging circumstances lead to positive actions.**

**Note to markers: Students may choose to disagree with the topic.**

## 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, (three or more paragraphs), or have fewer than 200 words will be deducted one scale point.**

### 6

The six paper is superior and may draw upon any number of factors: maturity of style, depth of discussion, effectiveness of argument, use of literary and/or rhetorical devices, depth of discussion, sophistication of wit, or quality of imagination. This essay exhibits an effective writing style and a sophisticated use of language. Despite its clarity and precision, this paper need not be error-free.

### 5

The five 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. Errors do not detract from the marker's understanding. Vocabulary and sentence structure are varied and serve the writer's purpose successfully.

### 4

The four 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 marker has a clear sense of the writer's purpose, but is not engaged by the prose. Conventions of language are usually followed, but the marker is aware of errors.

### 3

The three paper is barely adequate. The paper may feature underdeveloped paragraphs. Transition[s] 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 marker may be aware of some purpose, errors impede the fluency of the paper.

### 2

The two paper shows underdeveloped ideas that are simply and/or awkwardly expressed, as they might be in casual conversation. The paper reflects little knowledge of the conventions of language. Even though the marker can perceive meaning, the errors are frequent and rudimentary.

### 1

The one paper is so compromised by its deficiency of composition, content, diction, syntax, structure, voice and conventions of language as to render its meaning/purpose almost unintelligible.

### 0

The zero paper manifests an achievement less than outlined in scale-point one, is written in verse, is off-topic, or is a restatement of the topic.

\*Any zero paper must be cleared by the section leader.

### NR

A blank paper with no response given.

**END OF KEY**