

English 12
January 2003 Provincial Examination

ANSWER KEY / SCORING GUIDE

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

Multiple Choice = 27 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 = 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 sharply identify emotions and to provide relevant and well integrated support. The realization is often succinctly and accurately stated. There are few personal feelings projected into the response.

Mid-level papers tend to list feelings rather than discuss them. While references to the text are present, they are often unfocused. Some papers at this level project personal feelings into the text rather than commentary on those in the text.

Low-level papers often manage to present the speaker’s feelings to some extent and to offer realization. Some papers exhibit a significant misreading and/or personal feelings in the guise of analysis.

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
High School Senior
(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 feelings the speaker experiences **and** the realizations she reaches. **(12 marks)**

Suggestions Regarding Response:

Feelings

- **nostalgia about her daughter’s birth (ll. 5–8)**
- **fear she may lose her daughter (ll. 11–12)**
- **sadness and poignancy (ll. 13–16, 20–23)**
- **pride in, wonder at, appreciation of her daughter (ll. 14–17)**
- **wistful at the quick passage of time (ll. 18–23)**
- **uncertain about her future as a mother (ll. 20–21)**
- **love for her daughter (ll. 26–30)**

Realizations

- **she sees the irony of being a parent (ll. 11–18, 20–21)**
- **she was fortunate to have her daughter for the 17 years (ll. 24–26)**
- **she appreciates the natural process of life (ll. 24–27)**
- **she appreciates the relationship they have and will have (ll. 26–30)**
- **she sees their relationship will continue (ll. 27–30)**
- **she realizes her love is constant no matter where her daughter is (ll. 27–30)**

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 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 clearly explore the change in one or more characters without resorting to excessive plot summary. They usually notice the parallel development in the narrator’s and Dave Ratchford’s characters.

Mid-level papers rely heavily on plot summary or a list of individual’s character traits (mini character sketches), but there is some mention of change.

Low-level papers are simply a retelling of the story with an insufficient lack of analysis.

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

Rite of Passage

(pages 2 and 3 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 “Rite of Passage,” discuss character development in the story. **(24 marks)**

Response:

Protagonist:

- he realizes that appearances can be deceptive (para. 5–9)
- he matures (para. 16)
- gains self-confidence (para. 14–16)
- begins journey to manhood (para. 16)

Protagonist’s brother:

- gains new respect for his little brother (para. 16)

Scratch:

- is able to physically challenge his father (para. 11–12)

Scratch’s father:

- Mr. Ratchford realizes and appreciates his son’s willingness to challenge him (para. 12)

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 fluidly combine the discussion of the contrast with literary analysis. They are effectively able to discuss the use of contrast. They exhibit a superior level of thought and use of sophisticated vocabulary. They talk about purpose and function and do not simply identify the contrast in a list.

Mid-level papers are straightforward and show a basic understanding of the concept contrast. They are able to identify the differences in the story and may attempt to explain why contrast is used. These papers tend to have an awkward style with respect for form and expression.

Low-level papers may misunderstand or misread parts of the story. They are repetitive, lack evidence, and contain noticeable language errors. These papers make no attempt to explain the use of contrast.

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 how the use of contrast contributes to the story. **(24 marks)**

Contrast is integral to the story in many ways including plot, character development, irony and theme. Examples include:

- **Mr. Ratchford's age and appearance contrast with the reality of his skill. (para. 5, 9, 12)**
- **There is a shift in both the narrator's and his brother's perceptions of their respective abilities. (para. 7–9, 13–16)**
- **There is physical contrast between Scratch and Mr. Ratchford. (para. 4–5)**
- **There is contrast between Mr. Ratchford's skill and that of the boys. (para. 8–9, 12)**
- **There is a change in self perception for the protagonist. (para. 1–3, 14–16)**

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 experiences of others or from any aspect of your life, for example, your reading and your experiences.

Topic:

Certain experiences can mark the beginnings of maturity.

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, 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