

English 12  
August 2003 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**

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

Higher-level papers tend to present the attitudes of the speaker with direct and appropriate reference to the text. Significant awareness of the connotation of words is often evident.

Mid-level papers list the attitudes of the speaker often simply in the order presented in the poem. Confusion between speaker and poet is common.

Lower-level papers often misread the poem or present an interpretation so rudimentary as to be inaccurate.

## **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

### Crab

(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 this poem, discuss how imagery reflects the different attitudes of the speaker. **(12 marks)**

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

##### **He perceives the setting as dismal, isolated.**

- “ash-grim” (l. 2)
- “Houses huddled, slanting” (l. 3)
- “drab / green” (l. 4–5)
- “cragged bluffs” (l. 6)

##### **He feels excited, a sense of discovery.**

- “thumbnail of beach that was ours” (l. 7)
- “Wading through / shallows” (l. 8)
- “lift away shag carpets” (l. 10)

##### **He becomes unsettled, uneasy.**

- “tangled leg locks.../ brittle old men, grotesques thrown ashore” (l. 16–17)

##### **He is reflective and nostalgic.**

- “beach that was ours / for a summer” (l. 7–8)
- “Wading through / shallows with driftwood / sticks,” (l. 8–10)
- “For hours I gawked at plasticky joints” (l. 18)
- “wispy ferns at the mouth, how the sea’s lens made / the shells swell, shimmer...” (l. 20–21)
- “The boy I was edged closer to them, / brine-spattered, waterlogged, less.” (l. 24–25)

##### **He appreciates the beauty of the setting and the power of the memory.**

- “wispy ferns at the mouth ... *Dungeness, Dungeness.*” (l. 20–23)

**NOTE:** Students need only discuss two different attitudes.

**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 tend to recognise the complexity of the protagonist and to support this assessment with appropriate reference to the text.

Mid-level papers list the characteristics of the protagonist often without thorough development.

Lower-level papers exhibit little understanding of the protagonist’s character. Some focus on the criminality of the protagonist’s actions.

**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**

**The Thrill of the Grass**  
(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 form and with reference to this story, discuss the character of the narrator.  
(24 marks)

**Suggestions Regarding Response:**

- **he is a baseball fan—appreciates the beauty/poetry of the sport (para. 1–3)**
- **resourceful (para. 5, 9–10)**
- **daring (para. 5, 10)**
- **traditionalist (para. 6–8)**
- **determined (para. 10–11)**
- **caring grandfather (para. 14)**
- **dreamer (para. 20, 53)**
- **patient (para. 11, 47)**
- **eccentric (various references)**
- **nostalgic (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.**

Higher-level papers identify and explicate symbols with direct and appropriate reference to the text.

Mid-level papers list symbols from the text. Imagery is often confused with symbolism. Development is not always thorough.

Lower-level papers exhibit little understanding of symbolism or of the demands of the question.

**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 form and with reference to “The Thrill of the Grass,” discuss the symbolism in the story. **(24 marks)**

**Suggestions Regarding Response:**

**Grass—return to purity, natural origins of the game, authenticity**

**Turf—changing of the game, a loss of innocence**

**Ball park—source of dreams, fantasy world**

**Army of workers / fans—traditionalists, unity, rebellion, fighting for a common cause**

**Baseball—connection, comradeship, tradition, purity**

**The strike—greed, business aspect of the game, change**

**The door—challenge and commitment, barrier between the present and tradition**

**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** 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:**

**Memories influence our lives.**

## 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**