

English 12
April 2004 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.	C	U	1	2
2.	C	K	1	1	16.	A	K	1	2
3.	C	K	1	1	17.	B	U	1	2
4.	B	K	1	1	18.	C	K	1	2
5.	B	K	1	1	19.	C	K	1	2
6.	C	K	1	1	20.	C	U	1	2
7.	B	K	1	1	21.	A	K	1	2
8.	D	K	1	1	22.	B	U	1	2
9.	B	K	1	1	23.	D	U	1	2
10.	B	K	1	1	24.	A	U	1	2
11.	D	U	1	2	25.	A	K	1	2
12.	B	U	1	2	26.	C	U	1	2
13.	B	K	1	2	27.	B	K	1	2
14.	D	K	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 marks
Written Response = 60 marks
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 and 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 tended to provide examples of inferential feelings, which went beyond the literal scope of the poem.

Mid-level papers tended to list examples of obvious feelings rather than discuss or analyze them.

Low-level papers tended to show a misunderstanding of the poem or of the task. The quality of the written expression frequently obscured meaning.

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

Basement Stairs

(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 the speaker feels about her Sunday mornings as a child. **(12 marks)**

Suggestions Regarding Response:

- She has fond memories of her mother singing. (1. 3)
- She has fond memories of dressing up with her sisters. (1. 4)
- She felt close to her family, especially her father. (1. 3–12)
- She has fond memories of her father brushing her shoes. (1. 4–10)
- She remembers her sense of awe / wonder. (1. 13–14)
- She enjoyed the ritual / tradition and spirituality of Sundays. (1. 13–14)
- She remembers her innocence. (1. 13–15, 19–21)

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 and 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 were able to examine the complexity of the father’s character; many related this to the father’s relationship with the son. Diction and writing style were sophisticated. Quotes were well integrated.

Mid-level papers showed understanding of the father’s character. They were able to provide adequate support for each trait. Writing was straightforward and organized, even if sometimes simplistic. Some papers listed characteristics and relied upon summary instead of analysis. There was a good use of quotes. Overall, this question was accessible.

Low-level papers contained misreadings of the father’s character, and/or they relied solely on listing quotations with little or no discussion. Writing errors were frequent and distracting.

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

Thirty Acres (pages 2 and 3 in the **Readings Booklet**)

INSTRUCTIONS: Choose **one** of the following two topics and write a multi-paragraph (**3 or more paragraphs**) 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 “Thirty Acres,” discuss the character of the father. **(24 marks)**

Suggestions Regarding Response:

Euchariste

- **is patient. (para. 3)**
- **is a risk taker. (para. 3)**
- **is confident. (para. 3 and 4)**
- **is arrogant. (para. 4)**
- **is obsessed. (para. 4 and 5)**
- **is anxious / high-strung. (para. 5)**
- **is stubborn. (para. 6)**
- **feels triumphant over his son. (para. 6)**
- **is suspicious. (para. 6)**

This list is not exhaustive.

The exemplars will provide sample responses.

Students may write about one or both characters.

**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 and 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 responses were found in this topic. Papers were characterized with a depth of discussion and tended to develop analysis that connected symbolism to theme and/or character. Diction and style were sophisticated. The integration of quotes was apt.

Mid-level papers were able to identify symbolism correctly; however, ideas tended to be listed and not fully developed. Papers were organized, but simplistic. While quotes were used they weren’t necessarily well integrated.

Low-level papers showed a lack of understanding of symbolism. Or, if they understood the concept, their writing seriously compromised their response.

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 “Thirty Acres,” discuss the symbolism of fire in this story. (24 marks)

Suggestions Regarding Response:

The fire symbolizes

- Euchariste’s obsession with his crop. (para. 4 and 18)
- the destruction of the most important part of Euchariste’s life. (para. 4 and 18)
- the destruction that obsessions can cause. (para. 14, 18 and 20)
- a contrast in character between the father and son. (para. 18 to 22)
- Euchariste’s retribution for trying to profit from war. (various references)
- retribution for greed / arrogance. (various references)
- a change in the father / son relationship. (para. 20)
- a change to a more assertive attitude on the part of Etienne. (para. 20)
- violence as expressed through “red” and “crimson.” (para. 9 and 10)
- the effects of war. (para. 1)
- fears of uncontrollable disaster. (para. 5, 8–15, 20)

This list is not exhaustive.

The exemplars will provide sample responses.

<p>Marks will be awarded for content and written expression. Refer to the Holistic Scale on pages 9 and 10 of this key.</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 (**3 or more paragraphs**) 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**, consider all possibilities. You may draw support from the experiences of others or from any aspect of your life: your reading and your experiences. Remember, you do not have to accept the basic premise of the statement.

Topic:

Experiences shape relationships.

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