

English 12
August 2004 Provincial Examination

ANSWER KEY / SCORING GUIDE

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

Multiple Choice

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

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

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 provided a viable theme and supported it with relevant examples from the poem.

Middle-level papers tended to provide a theme that often bordered on character description and/or analysis. Support was present but tended to be presented in list form rather than adequately explained.

Low-level papers often provided an inappropriate theme or misunderstood a significant element of the poem. Inadequate written expression was another hallmark of this group.

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

Request to a Year

(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 specific reference to “Request to a Year,” discuss theme in this poem.

(12 marks)

Suggestions Regarding Response:

Theme: The speaker admires the qualities of her great-great-grandmother and aspires to be like her.

Supporting Quotations:

- “I should like it to be the attitude / of my great-great-grandmother, / legendary devotee of the arts,” (lines 2–4)
- In spite of “having had eight children” (line 5), she made some time “for painting pictures” (line 6).
- In spite of being “from a difficult distance” (line 9), she used her “artist’s isolating eye” (line 18) to carry on. She is realistic, maintaining calm in the face of potential tragedy.
- The speaker asks for the strength of her great-great-grandmother, as shown in “the firmness of her hand.” (line 22)

Students may choose to present a more generalized theme:

- When people are in situations over which they have no control, they must make the most of them.
- People often admire someone who maintains calm in the face of adversity.

The exemplars will provide sample responses.

A formal theme statement is not required for a superior response.

**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 tended to recognize the speaker’s growing self-awareness and gratitude. In addition, students tended to discuss how books influenced her life at various stages as opposed to a single stage (e.g., as an assistant in the library).

Middle-level papers provided accurate examples but were limited in their scope.

Low-level papers often demonstrated understanding of the task and of the selection but were severely compromised by spelling and grammatical errors.

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

How Mr. Dewey Decimal Saved My Life (pages 2 to 4 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 “How Mr. Dewey Decimal Saved My Life,” discuss the influence of books in the speaker’s life. **(24 marks)**

Suggestions Regarding Response:

Students may focus on one or more of the following:

INFLUENCE:

- The speaker believes a librarian saved her from ruining her life.
- Cataloguing books made her more aware of them.
- The speaker began to discover literature, and began to learn from it and enjoy it.
- Books stimulated her imagination and offered possibilities for her future life.
- Thanks to reading books, she became a writer herself.
- Books and reading were always an important part of her life.
- She enjoyed reading as a child.
- Reading books aloud was the centre of her family life.

EVIDENCE:

- para. 1: “...snatched me from the jaws of ruin.”
- para. 8: “...launched me on the project of cataloging (sic) and shelving...books...”
- para. 9: “I found William Saroyan’s *Human Comedy*...it spoke to me...I liked those pretty well too.”
- para. 10: “...I caught the scent of a world...dream up intoxicating lives for myself that I could not have conceived without the books.”
- para. 10: “A writer. Imagine that.”
- para. 11: “I grew up in a house full of books...”
“I’d known my way around the town’s small library...”
- para. 11: “...looked forward to the Bookmobile...”
- para. 11: “...they made reading aloud the centre of our family life...”

- **Reading about other people’s lives contributed to the speaker’s growth and maturity.**
- **The speaker is made aware of racism in her own town through a novel; she feels enlightened and broadened by this experience.**
- **Copies of her own books indicate her success in life, and reward her parents for their patience during her rebellious adolescence.**

para. 12: “What snapped me out of my surly adolescence and moved me on were books...”

para. 12: “...it jarred open a door that was right in front of me...”; and para. 13: “...if I hadn’t made that reckoning , I would have lived a smaller, meaner life.”

para. 14: “...they have a special shelf in their house for books that bear the family name...”

The exemplars will provide sample responses.

<p>Marks will be awarded for content and written expression. Refer to the Holistic Scale on pages 6 and 7 of this key.</p>

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 were able to address peffectively the clear evolution of an uninspired teenager to and enlightened adult.

Middle-level papers recognized the clear character development and were able to support their argument with a variety of examples.

Low-level papers often demonstrated understanding of the task and of the selection but were severely compromised by spelling and grammatical errors.

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 “How Mr. Dewey Decimal Saved My Life,” discuss the development of the speaker’s personality. (24 marks)

Suggestions Regarding Response:

A student’s response need not include every answer on this key, but must demonstrate an understanding of the character’s change.

EXPLANATION:

- She felt uninspired and unchallenged on entering a third year of high school.
- The speaker dreamed of being a member of the motorcycle gang; the librarian foresaw the speaker’s future.
- She tried to get attention and gain popularity by behaving rebelliously.
- Her life began to change when Miss Richey taught the speaker how to catalogue and shelve books.
- The speaker began to discover authors new to her and was influenced by them.
- Instead of wasting her life, she became a writer as a result of her experiences in the library.
- The speaker was made aware of other people’s lives and their suffering through the books she came in contact with.
- She became aware of the racism in her own town, and grew and matured.
- She changed from a difficult child whom her parents might have wanted “to trade...for a sack of limas” to someone they can be proud of.

EVIDENCE:

para. 3: “...in a state of unrest...”; “I was developing a lean and hungry outlook.”

para. 4: “If that’s the future she saw, it was riding down the road on the back of a motorcycle...”

para. 5: “...I was set hard upon wrecking my reputation...”; “...cutting up in class...”

para. 6: “ ‘...I’m going to teach you Dewey Decimal.’ ”

para. 8: “She launched me on the project...”

para. 9: “...in the process of handling every book in the room, I made some discoveries...”; “...it spoke to me...”

para. 10: “So I didn’t end up on a motorcycle...”; “A writer.”

para. 12: “What snapped me out of my surly adolescence and moved me on were books that let me live other people’s lives.”

para. 12 “...I figured out it meant racism.”

para. 13: “...I was shocked to wake up from my placid colour-blind coma...”; “...if I hadn’t made that reckoning, I would have lived a smaller, meaner life.”

para. 14: “Slim rewards for a parent’s thick volumes of patience...”; “...no motorcycles rusting in the carport.”

The exemplars will provide sample responses.

Marks will be awarded for content and written expression. Refer to the Holistic Scale on pages 10 and 11 of this key.

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:

Role models 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