

English 12  
**2008/09 Released Exam**  
**August 2009 — Form A**  
 Provincial Examination — Answer Key

Cognitive Processes	Weightings	Topics	Question Types
W = Retrieve Information	5%	1. Reading Comprehension: Stand-Alone Text	22 = Multiple Choice (MC)
X = Recognize Meaning	11%	2. Reading Comprehension: Synthesis Texts 1 and 2	3 = Written Response (WR)
Y = Interpret Texts	25%	3. Reading Comprehension: Analysis of Synthesis Texts 1 and 2	
Z = Analyze Texts	29%	4. Composition	
C = Writing	30%		

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	B	W	1	1	—	MC
2.	B	X	1	1	—	MC
3.	A	Y	1	1	—	MC
4.	B	X	1	1	—	MC
5.	D	Y	1	1	—	MC
6.	A	Y	1	1	—	MC
7.	D	X	1	1	—	MC
8.	A	X	1	2	—	MC
9.	B	W	1	2	—	MC
10.	B	Y	1	2	—	MC
11.	B	X	1	2	—	MC
12.	C	Y	1	2	—	MC
13.	D	W	1	2	—	MC
14.	C	Y	1	2	—	MC
15.	D	Y	1	2	—	MC
16.	D	W	1	2	—	MC
17.	C	Y	1	2	—	MC
18.	B	Y	1	2	—	MC
19.	C	Y	1	2	—	MC
20.	D	Y	1	2	—	MC
21.	D	Z	1	3	—	MC
22.	C	Z	1	3	—	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	—	Y	12	1	—	WR
2.	—	Z	24	3	—	WR
3.	—	C	24	4	—	WR

**PART A: READING COMPREHENSION**  
**STAND-ALONE TEXT**

**A dumka is a type of song with strongly contrasting parts.**

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**The Dumka**

by B.H. Fairchild

His parents would sit alone together  
on the blue divan<sup>1</sup> in the small living room  
listening to Dvorjak's<sup>2</sup> piano quintet.  
They would sit there in their old age,  
5 side by side, quite still, backs rigid, hands  
in their laps, and look straight ahead  
at the yellow light of the phonograph<sup>3</sup>  
that seemed as distant as a lamplit  
window seen across the plains late at night.  
10 They would sit quietly as something dense  
  
and radiant swirled around them, something  
like the dust storms of the thirties<sup>4</sup> that began  
by smearing the sky green with doom  
but afterwards drenched the air with an amber  
15 glow and then vanished, leaving profiles  
of children on pillows and a pale gauze  
over mantles and table tops. But it was  
the memory of dust that encircled them now  
and made them smile faintly and raise  
20 or bow their heads as they spoke about

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<sup>1</sup> divan: *sofa*

<sup>2</sup> Dvorjak: *Czech composer (1841–1904)*

<sup>3</sup> phonograph: *an early device for playing recorded music*

<sup>4</sup> thirties: *The Great Depression of the 1930s was a time of financial hardship and unemployment. Drought caused crops to fail and dust storms to gather, forcing a mass of people to move to cities in search of the necessities of life.*

the farm in twilight with piano music  
spiraling out across red roads and fields  
of maize, bread lines in the city, women  
and men lining main street like mannequins,  
25 and then the war, the white frame rent house,  
and the homecoming, the homecoming,  
the homecoming, and afterwards, green lawns  
and a new piano with its mahogany gleam  
like pond ice at dawn, and now alone  
30 in the house in the vanishing neighborhood,

the slow mornings of coffee and newspapers  
and evenings of music and scattered bits  
of talk like leaves suddenly fallen before  
one notices the new season. And they would sit  
35 there alone and soon he would reach across  
and lift her hand as if it were the last unbroken  
leaf and he would hold her hand in his hand  
for a long time and they would look far off  
into the music of their lives as they sat alone  
40 together in the room in the house in Kansas.

**PART A: READING COMPREHENSION**  
**STAND-ALONE TEXT**

**INSTRUCTIONS:** In paragraph form and in at least **150 words**, answer question 1 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space to plan your work. The mark for your answer will be based on the appropriateness of the examples you use as well as the adequacy of your explanation and the quality of your written expression.

1. Discuss contrast in the poem “The Dumka.”

**Suggestions Regarding Response:**

**EXAMPLE**

**REFERENCE**

- |   |                    |
|---|--------------------|
| • “alone,” yet “together”   | lines 1; 39–40     |
| • they sit quietly but in their thoughts, “something dense / and radiant swirled around them”   | lines 10 and 11    |
| • the sky is smeared green with doom but afterwards the air is drenched with an amber glow  | lines 13–15        |
| • “fields of maize” contrast with “bread lines in the city”   | lines 22 and 23    |
| • “the war” contrasts with “the homecoming” and the new prosperity that comes with peace  | lines 25–28        |
| • the deprivation of the Depression era contrasts with post-war prosperity  | lines 12–29        |
| • “the homecoming” contrasts with the later solitude of old age and a vanishing neighbourhood   | lines 27–30        |
| • contrast in the overall structure of the poem; the couple is alone together at the beginning and end, but in the middle stanza they are surrounded by the swirl of their memories | various references |
| • contrast between the present as the older couple sits quietly alone together and their memories of past experiences   | 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 page 4 of this key.**

## SCORING GUIDE FOR STAND-ALONE TEXT

**This is a first-draft response and should be assessed as such. The use of paragraph structure is assessed holistically with reference to the clarity of expression and organization.**

### 6

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

### 5

The five response is **proficient** and reflects a strong grasp of the topic and the text. The references to the passage may be explicit or implicit and convincingly support a thesis. The writing is well organized and demonstrates a strong command of the conventions of language. Errors may be present, but are not distracting.

### 4

The four response is **competent**. The assertions tend to be simplistic; there are no significant errors in understanding. References are present and appropriate, but may be limited to only part of the text. The writing is organized and straightforward. Conventions of language are usually followed, but some errors are evident.

### 3

The three response is **barely adequate**. Understanding of the topic and/or the text may be partially flawed. Support may consist of long references to the text which are not clearly connected to a central idea or may be meagre or repetitive. The response may show some sense of purpose, but errors may be distracting.

### 2

The two response is **inadequate**. While there is an attempt to address the topic, understanding of the text or the task may be seriously flawed. Errors are recurring, distracting, and often impede meaning.

### 1

The one response is **unacceptable**. It does not meet the purpose of the task or may be too brief to address the topic. There is a serious lack of control in the writing.

### 0

The zero response reflects a complete misunderstanding of the text 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: READING COMPREHENSION**  
**SYNTHESIS TEXT 1**

**The Most Powerful Question a Parent Can Ask...**

by Neil Millar

- 1 The question I have for you drives right to the heart of the matter. It could alter that tired, haggard feeling you have at the end of a day or weekend. It could alter the life of your children for the better and the life of their future partner. More than that, it could even alter your community, because once I've told you the question and you've seen how powerful it is you'll want to share it with your brother, sister, neighbours and friends.
- 2 Before I ask you my question I want to set the scene. You're a loving parent striving to give your children the best life you can offer. You race around the household picking up their dirty underwear from under the bed, collecting the towels from the bathroom floor and spend whatever time it takes to knock up their favourite food while one of your children spends fifty percent of their free time surfing the net and talking in chat rooms and the other catches up on thirty hours of TV a week. Meantime, you...
- 3 Well, sometimes you might feel tired. Sometimes deflated. Sometimes unappreciated and perhaps just a tad grumpy! If you relate to any of what I describe then my question will change it all for you and I recommend you read on.
- 4 For women, age-old family values still play a big part. Values passed on—mother-to-mother—combine with the natural instincts to love, support and nurture. And despite doing a day job you probably still arrive home and strive to take care of your family in the way your mother took care of you. But are your mother's old values working for you and, just as importantly, are they working for your children? So, here is the question...
- 5 What kind of children do you want to raise?
- 6 Do we want to raise well-rounded, confident, considerate children that show gratitude and appreciation for all that is given to them and just a fraction of what you do for them? Do you want strong, loving children, who understand and accept responsibility for their 'self' and the ones they love? If you do then I have a second question for you...
- 7 Will the current behaviour in your household make that happen?
- 8 Will chatting to strangers on the internet during a large part of her free time help your daughter become a confident, considerate woman? Will Homer Simpson help your son to respect his 'self' and the ones he loves? And will you picking up their sweaty, crumpled underwear help them to become responsible for their own lives?
- 9 I recently overheard a woman talking about her 12-year-old son. She confessed to laying out his clothes each morning, packing his school bag with books and food and then she said, "Because if I don't, he'll forget." This shocked me and here is why...
- 10 My own children, since the age of five have done all the things that a lot of mothers still do. Why? Because I am their parent—their guide and leader, not their nanny—and as

such I have a responsibility to first nurture, then educate, then, as soon as they are ready, hand over responsibility for their well-being to them. Children who take part in their own life—picking up their dirty linen, contributing to dinner and tidying their home—go on to become confident, well-rounded, respectful kids; and children who don't...well they're the ones you might moan about to your friends when you witness them disrespecting both other human beings and the environment.

- 11 Begin by directing your children to take on small tasks. Ask them to put their clothes in a washing basket or hang a towel up. Ask them to bring their plates to the sink and wash them after dinner and tell them they are

helping you and that you really appreciate their help. Give them a hug for their help and they might do even more! As they get better increase the tasks. Ask them to cut the grass for you, iron the clothes or cook dinner. And if you think that is too much responsibility then think about this...

- 12 A Maasai tribe leader appointed a seven year-old girl as the person in charge of two-thirds of his village's wealth. The wealth was not held in money, but in three camels. The girl was responsible for ensuring that these camels stayed safe and well fed and she knew if she failed to do this properly then the villagers may end up starving. Maybe we could trust our children with a vacuum or a mop or a duster once or twice a week!

Percent of Students With Positive School Experience or High Performance, by Work Status and Gender						
Experiences	Males			Females		
	No Job %	Short Hours %	Long Hours %	No Job %	Short Hours %	Long Hours %
A or B Average	69	76	58	78	84	74
Enjoyed School	80	86	78	85	93	80
Found Classes Interesting	70	73	67	79	83	76
Participated in Class as Much as or More than Others	86	89	85	88	91	87
Participated in Extracurricular Activities	69	78	71	67	71	62

**Figure 1**

## SYNTHESIS TEXT 2

**The narrator of this story observes her family from when she was young until she herself is a mother.**

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adapted from **Be-ers and Doers**

by Budge Wilson

- 1 Mom was a little narrow wisp of a woman. You wouldn't have thought to look at her that she could move a card table; even for me it was sometimes hard to believe the ease with which she could shove around an entire family. Often I tried to explain her to myself. She had been brought up on the South Shore of Nova Scotia. I wondered sometimes if the scenery down there had rubbed off on her—all those granite rocks and fogs and screeching gulls, the slow, labouring springs, and the quick, grudging summers. And then the winters—greyer than doom, and endless.
- 2 I was the oldest. I was around that house for five years before my sister Maudie came along. They were peaceful, those five years, and even now it's easy to remember how everything seemed calm and simple. But now I know why. I was a conformist and malleable as early as three years old; I didn't buck the system. So there were very few battles at first, and no major wars.
- 3 Dad, now, he was peaceful just by nature. If a tornado had come whirling in the front door and lifted the roof clear off its hinges, he probably would have just scratched the back of his neck and said, with a kind of slow surprise, "Well! Oho! Just think o' that!" He had been born in the Annapolis Valley, where the hills are round and gentle, and the summers sunlit and very warm.
- 4 "Look at your father!" Mom would say to us later. "He thinks that all he's gotta do is *be*. Well, bein' ain't good enough. You gotta *do*, too. Me, I'm a doer." All the time she was talking, she'd be knitting up a storm, or mixing dough, or pushing a mop—hands forever and ever on the move.
- 5 Although Mom was fond of pointing out to us the things our father didn't do, he must have been doing something. Our farm was in the most fertile part of the valley, and it's true that we had the kind of soil that seemed to make things grow all of their own accord. Those beets and carrots and potatoes just came pushing up into the sunshine with an effortless grace, and they kept us well fed, with plenty left over to sell. But there was weeding and harvesting to do, and all those ten cows to milk—not to mention the thirty apple trees in our orchard to be cared for. I think maybe he just did his work so slowly and quietly that she found it hard to believe he was doing anything at all. Besides, on the South Shore, nothing ever grew without a struggle. And when Dad was through all his chores, or in between times, he liked to just sit on our old porch swing and watch the spring unfold or the summer blossom.
- 6 Albert was the baby. I was eight years old when he was born, and I often felt like he was my own child. He was special to all of us, and when Mom saw him for the first time, I watched a slow soft



tenderness in her face that was a rare thing for any of us to see. Right away, I knew she was going to pour into Albert something that didn't reach the rest of us, except in part. As time went on, this scared me. I could see that she'd made up her mind that Albert was going to be a perfect son. That meant, among other things, that he was going to be a fast-moving doer. And even when he was three or four, it wasn't hard for me to know that this wasn't going to be easy. Because Albert was a be-er. *Born* that way.

- 7 Mom really loved my dad, even though he drove her nearly crazy. Lots more went on than just nagging and complaining. If you looked really hard, you could see that. If it hadn't been for Albert and wanting him to be a four-star son, she mightn't have bothered to make Dad look so useless. Even so, when they sat on the swing together at night, you could feel their closeness. They didn't hold hands or anything. Her hands were always too busy embroidering, crocheting, mending something, or just swatting mosquitoes. But they liked to be together. Personal chemistry, I thought as I grew older, is a mysterious and contrary thing.
- 8 One day, Albert brought his report card home from school, and Mom looked at it hard and anxious, eyebrows knotted. “ ‘Albert seems a nice child,’ ” she read aloud to all of us, more loudly than necessary, “ ‘but his marks could be better. He spends too much time looking out the window, dreaming.’ ” She paused. No one spoke.
- 9 “Leanin’ on his hoe,” continued Mom testily. “Albert!” she snapped at him. “You pull up your socks by Easter or you’re gonna be in deep trouble.”
- 10 Dad stirred uneasily in his chair. “Aw, Dorothy,” he mumbled, “leave him be. He’s a good kid.”
- 11 “Or could be. *Maybe*,” she threw back at him. “What he seems like is rock-bottom lazy. But I love him a lot,” continued Mom. “If it’s the last thing I do, I’m gonna light a fire under his feet.”
- 12 Albert was twelve then, and the nagging began to accelerate in earnest.
- 13 “How come you got a low mark in your math test?”
- 14 “I don’t like math. It seems like my head don’t want it.”
- 15 “But do you *work* at it?”
- 16 “Well, no. No. Not much. Can’t see no sense in workin’ hard at something I’ll never use. I can add up our grocery bill. I pass. That’s enough.”
- 17 “Not for me, it ain’t,” she’d storm back at him. “No baseball practice for you until you get them sums perfect.”
- 18 One thing Albert was good at, though, was English class. By the time he got to high school, he spent almost as much time reading as he did staring into space. His way of speaking changed. He stopped dropping his *g*’s. He said *isn’t* instead of *ain’t*. His tenses were all neated up. He wasn’t putting on airs. I just think that all those people in his books started being more real to him than his own neighbours. He loved animals, too. He made friends with the calves and even the cows. Mutt and Jeff, our two grey cats, slept on his bed every night. Often you could see him out in the fields, talking to our dog, while he was working.
- 19 “Always messin’ around with animals,” complained Mom. “Sometimes I think he’s three parts woman and one part child. He’s fifteen years old, and last week I caught him bawlin’ in the hayloft after we had to shoot that male calf. Couldn’t understand why y’ can’t go on feedin’ an animal that’ll never produce milk.”

- 20 “Nothing wrong with liking animals,” I argued.
- 21 “If you can’t see,” she said through the screen door, “why I don’t want Albert to end up exactly like your father, then you’ve got even less sense than I thought you had. I don’t want any son of mine goin’ through life just satisfied to *be*.” Then I could hear her banging around in the kitchen.
- 22 I looked off the verandah out at the front field where Dad and Albert were raking up hay for the cattle, slowly, with lots of pauses for talk. All of a sudden they stopped, and Albert pointed up to the sky. It was fall, and four long wedges of geese were flying far above us, casting down their strange muffled cry. The sky was cornflower blue, and the wind was sending white clouds scudding across it. My breath was caught with the beauty of it all, and as I looked at Dad and Albert, they threw away their rakes and lay down flat on their backs, right there in the front pasture, in order to drink in the sky. And after all the geese had passed over, they stayed like that for maybe twenty minutes more.

\* \* \*

[*three years later*]

- 23 We were all home for Christmas the year Albert turned eighteen.
- 24 It was on December 26th that it happened. That was the day of the fire.
- 25 Albert had just put my baby back in her carriage when a giant spark flew out of the fireplace. It hit the old nylon carpet like an incendiary bomb, and the rug burst into flames. Mom started waving an old afghan<sup>1</sup> over it, as though she was blowing out a match, but all she was doing was fanning the fire.
- 26 While most of us stood there in immovable fear, Albert had already grabbed my baby, carriage and all, and rushed out to the barn with her. He was back in a flash.
- 27 “Those four buckets in the summer kitchen!” he yelled. “Start filling them!” He pointed to Mom and Dad, who obeyed him like he was a general and they were the privates. To my husband he roared, “Get out to th’ barn and keep that baby warm!”
- 28 “And you!” He pointed to me. “Call the fire department. It’s 825-3131.” In the meantime, the smoke was starting to fill the room and we were all coughing. Little spits of fire were crawling up the curtains.
- 29 Before Mom and Dad got back with the water, Albert was out in the back bedroom hauling up the carpet. Racing in with it over his shoulder, he bellowed, “Get out o’ the way!” and we moved. Then he slapped the carpet over the flames on the floor, and the fire just died without so much as a protest. Next he grabbed one of the big cushions off the sofa, and chased around after the little lapping flames on curtains and chairs and table runners, smothering them.
- 30 Then Albert was suddenly still, hands hanging at his sides with the fingers spread. He smiled shyly.
- 31 “It’s out,” he said.
- 32 Mom took a deep breath. “And *that*,” she went on, “is what I’ve been looking for, all of your life. Some sort of a sign that you were one hundred percent alive. And now we all know you are. Maybe even a lick more alive than the rest of us. So!” She folded her arms, and her eyes bored into him. “I’ll have no more excuses from you now. I’ll never, never rest until I see you educated and successful. Doin’ what you was meant to do. I’m just proud of you, Albert. So terrible proud!”

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<sup>1</sup> afghan: *blanket*

- 33 Members of the fire department were starting to arrive at the front door, but Albert ignored them.
- 34 “You ain’t proud o’ me, Mom,” he whispered, all his beautiful grammar gone. “Yer jest proud o’ what you want me t’be. And I got some news for you. Things I shoulda tole you years gone by. *I ain’t gonna be what you want.*” His voice was starting to quaver now, and he was trembling all over. “*I’m gonna be me.*”
- 35 Then he shut his eyes and fainted right down onto the charred carpet. The firemen carted him off to the hospital, where he was treated for shock and second-degree burns. He was there for three weeks.
- 36 Albert left home as soon as he got out of the hospital. He worked as a stevedore<sup>2</sup> in Halifax for a number of years, and when he got enough money saved, he bought a little run-down house close to Digby, with a view of the Bay of Fundy. He’s got a small chunk of land that’s so black and rich that it doesn’t take any pushing at all to make the flowers and vegetables grow. He has a cow and a beagle and four cats—and about five hundred books. He fixes lawn mowers and boat engines for the people in his area, and he putters away at his funny little house. He writes pieces for the *Digby Courier* and the *Novascotian*, and last winter he confessed to me that he writes poetry. He’s childless and wifeless, but he has the time of day for any kid who comes around to hear stories or to have a broken toy fixed. He keeps an old rocker out on the edge of the cliff, where he can sit and watch the tides of Fundy rise and fall.

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<sup>2</sup> stevedore: *dockworker*

**PART C: READING COMPREHENSION**  
**ANALYSIS OF SYNTHESIS TEXTS 1 AND 2**

**INSTRUCTIONS:** In a multi-paragraph (3 or more paragraphs) essay of at least 300 words, answer question 2 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space to plan your work. The mark for your answer will be based on the appropriateness of the examples you use as well as the adequacy of your explanation and the quality of your written expression.

2. Assess which passage, “The Most Powerful Question a Parent Can Ask...” or “Be-ers and Doers,” shows the more respectful approach of parents to their children. You must refer to **both** passages in your essay.

**Suggestions Regarding Response:**

<b>ARGUMENTS: “THE MOST POWERFUL QUESTION A PARENT CAN ASK...”</b>	<b>ARGUMENTS: “BE-ERS AND DOERS”</b>
<p><b>It seems likely that most students will decide that the article presents the more respectful approach</b></p> <ul style="list-style-type: none"> <li>• “as soon as they are ready, hand over responsibility for their well-being to them” (paragraph 10)</li> <li>• “Children...go on to become confident, well-rounded, respectful kids” (paragraph 10)</li> <li>• Shaped by the harsh environment of the South Shore (paragraph 1), the mother in “Be-ers and Doers” seems simply too demanding; this is especially so after Albert reacts decisively in dealing with the fire</li> <li>• Rather than praise Albert for his resolute action, the mother chooses to use the events as a source of self-affirmation: her world view passed on to her son, another “doer,” in her opinion (paragraphs 24–33)</li> <li>• Albert’s angry reaction and subsequent lifestyle demonstrate his view of her parenting (paragraph 34–36)</li> </ul>	<p><b>Some students may assert that “Be-ers and Doers” exhibits a more respectful approach to parenting than the article</b></p> <ul style="list-style-type: none"> <li>• While some may argue that making children do chores is disrespectful, it is not hard to imagine how effective this approach would be when the intent is to create “confident, well-rounded, respectful kids” (paragraph 10), ones who are hugged “for their help” (paragraph 11)</li> <li>• It is possible, however, that students may separate the parents: the father may be seen as being respectful (paragraphs 10 and 22) and the mother may be seen as not being respectful</li> <li>• The mother is well-intentioned, but misguided</li> </ul>

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 page 12 of this key.**

## SCORING GUIDE FOR ANALYSIS OF SYNTHESIS TEXTS 1 AND 2

**This is a first-draft response and should be assessed as such.**

The response is assessed holistically.

### 6

The six essay is **superior**, demonstrating an insightful understanding of the texts. The essay shows a sophisticated approach to synthesis, including pertinent references. The writing style is effective and demonstrates skillful control of language. Despite its clarity and precision, the essay need not be error-free.

### 5

The five essay is **proficient**, demonstrating a clear understanding of the texts at an interpretive level. The essay clearly synthesizes the concepts within the texts. References may be explicit or implicit and convincingly support the analysis. The writing is well organized and reflects a strong command of the conventions of language. Errors may be present, but are not distracting.

### 4

The four essay is **competent**. Understanding of the texts tends to be literal and superficial. Some synthesis is apparent. The essay may rely heavily on paraphrasing. References are present and appropriate, but may be limited. The writing is organized and straightforward. Conventions of language are usually followed, but some errors are evident.

### 3

The three essay is **barely adequate**. Understanding of the texts may be partially flawed. An attempt at synthesis is evident. References to the texts are not clearly connected to a central idea or may be repetitive. The response may be underdeveloped. A sense of purpose may be evident, but errors can be distracting.

### 2

The two essay is **inadequate**. While there is an attempt to address the topic, understanding of the texts or the task may be seriously flawed. Reference to only one text does not constitute synthesis. The response may be seriously underdeveloped. Errors are recurring, distracting, and impede meaning.

### 1

The one essay is **unacceptable**. The essay does not meet the purpose of the task or may be too brief to address the topic. There is a serious lack of control in the writing.

### 0

The zero essay reflects a complete misunderstanding of the texts and/or the task, 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 D: COMPOSITION

**INSTRUCTIONS:** Using standard English, write in the **Response Booklet**, a coherent, unified, multi-paragraph (**3 or more paragraphs**) composition of at least **300 words** on the topic below. In your composition, you may apply any appropriate method of development including exposition, persuasion, description, and narration.

Use the **Organization and Planning** space to plan your 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. You do not have to accept the basic premise of the topic.

**Topic:**

**With independence comes increased responsibility.**

**Marks will be awarded for content and written expression.  
Refer to the Holistic Scale on page 14 of this key.**

## SCORING GUIDE FOR COMPOSITION

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. **This is a first-draft response and should be assessed as such.**

**The use of paragraph structure is assessed holistically with reference to the clarity of expression and organization.**

### 6

The six paper is **superior** and may draw upon any number of factors, such as maturity of style, depth of discussion, effectiveness of argument, use of literary and/or rhetorical devices, sophistication of wit, or quality of imagination. This composition 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 **proficient**. The composition displays some manipulation of language to achieve a desired effect and exhibits a clear sense of voice and of audience. Content is thoughtful and interesting. Vocabulary and sentence structure are varied and serve the writer's purpose successfully. Errors may be present, but are not distracting.

### 4

The four paper is **competent**. The composition conveys 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 paper shows a clear sense of the writer's purpose, but is not engaging. Conventions of language are usually followed, but some errors are evident.

### 3

The three paper is **barely adequate**. The paper may feature underdeveloped or simplistic ideas. Transition[s] may be weak or absent. Support is frequently in the form of listed details. Little variety in diction and sentence structure is discernible. The composition may reflect some sense of purpose, but errors may be distracting.

### 2

The two paper is **inadequate**. The ideas are underdeveloped and simply or awkwardly expressed. The composition may be excessively colloquial or reflect inadequate knowledge of the conventions of language. While meaning is apparent, errors are frequent and rudimentary.

### 1

The one paper is **unacceptable** and may be compromised by its deficiency of composition, content, diction, syntax, structure, voice, or conventions of language.

### 0

The zero paper manifests an achievement less than outlined in a 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.